DOCUMENT RESUME

ED 109 402 CE 004 236

TITLE Career Education: The State of the Scene.
INSTITUTION Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE Nov 74
NOTE 274p.

EDRS PRICE MF-$0.76 HC-$13.32 PLUS POSTAGE
DESCRIPTORS Audiovisual Aids; Bibliographies; *Career Education; Directories; Educational Philosophy; Educational Policy; *Educational Programs; Educational Research; Elementary Secondary Education; Instructional Materials; *National Surveys; Occupational Guidance; Post Secondary Education; Program Development; Program Evaluation; *Resource Guides; Resource Materials; School Community Relationship; *State Programs

ABSTRACT

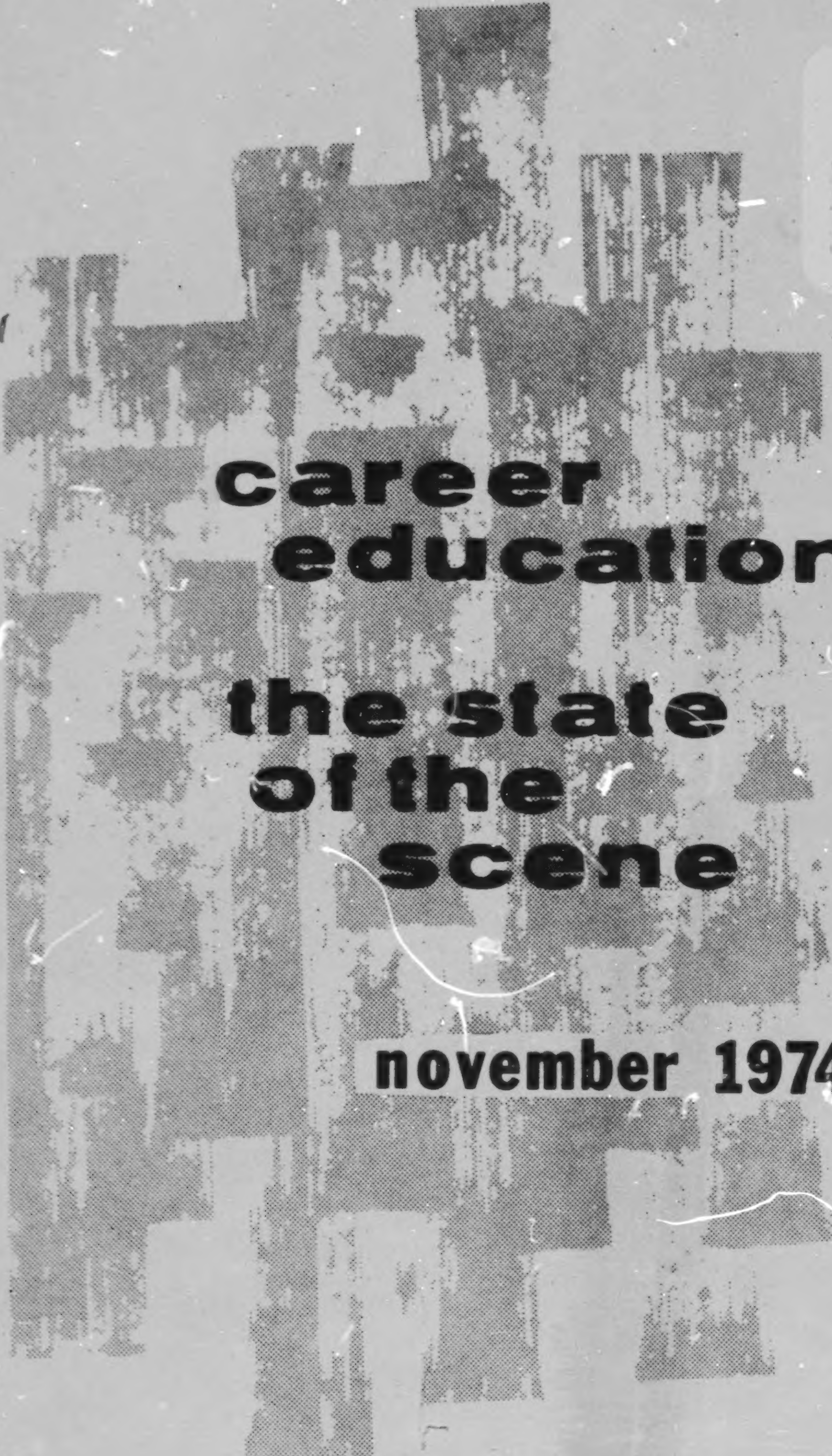
The resource guide for career education opens with discussions of the need for career education and a general introduction to the field. One-third of the guide is a State-by-State survey of career education efforts which contains each State's definition of career education, developmental activities, places to look at, publications, and the name and address of the State coordinator of career education. The guide describes in detail three career education programs (Cashmere, Washington; Mesa, Arizona; and Memphis, Tennessee) at the K-12 level and discusses teacher creativity, counseling and guidance, community and parental involvement, and evaluating career education programs. At the post-secondary level, the guide describes projects in six categories: consultant services; colleges and universities; "career counseling"; serving specific target groups; "non-institutional"; and institution-based serving a constituency outside the institution. The guide further provides suggestions for business, industry, professional, and government involvement in career education. A 27-page section on resource materials provides general references, sources of information, curriculum materials, evaluation materials, and resource information on career education projects. A brief concluding section states questions of concept, value, policy, implementation, evaluation, and research in career education. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED 109 402

MAY 05 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



career education:

the state of the scene

november 1974

prepared by
office of career education
u.s. office of education

CE 004 236

CAREER EDUCATION: THE STATE OF THE SCENE

TABLE OF CONTENTS

Page

Preface i

Acknowledgements ii

1 Why Career Education? 1

2 An Introduction to Career Education 13

3 The State of the States 29

4 Career Education K-12 123

5 Career Education: Postsecondary and Beyond 159

6 Creative Collaboration: Business, Labor, Industry, Professional, and Government Involvement in Career Education 199

7 Career Education Materials 239

Epilogue Doing Career Education: Some Key Questions 267

PREFACE

Career education is a burgeoning movement on the educational scene. Support for it continues to grow among educators and non-educators at all levels. We in the Office of Career Education receive numerous requests every day from business-persons, parents, students, and those in the labor force - as well as from educators - asking for help in understanding career education and beginning it for themselves. The State of the Scene is designed with these people in mind.

The breadth of the movement and the complexity of all its facets make it impossible to paint a complete picture of career education in any single volume. Even as this book goes to press, it is becoming outdated by new developments. There are several things, therefore, that the reader must keep in mind in using this document.

First, the State of the Scene attempts to provide a resource guide, useful for a variety of audiences and purposes. Yet it is a limited guide. No attempt is made to cover the universe of activities, materials, and people involved in career education. Instead, we have sought to provide a representative display of the meaning and creativity of career education.

Second, because this guide is representative, we know we have not included descriptions of many excellent career education efforts being made. Further, references made to specific projects, people, or materials in this document are in no way intended as an Office of Education endorsement. We strongly encourage the reader to use the information in this book as a starting point from which to seek out, read about, visit, and talk with persons in other activities underway.

Third, we have tried to include locator information for most of the activities described so that the reader could initiate any follow-up efforts she or he desires. Since the many people listed are extremely busy, however, we encourage you only to contact those persons who you feel the strong need to learn more from. We are anxious not to over-burden the many people described here who need as much of their time as possible to continue and improve their own efforts.

Please use this book in any way it seems helpful. Feel free to reproduce any of its parts. Share the book with a friend and add to it as you learn more. As you will soon find out, career education works best when the basic concepts are turned loose by creative individuals. So here, for your use, is the State of the Scene.

ACKNOWLEDGEMENTS

This publication, as career education itself, is the work of many creative people. No one individual knows enough to do it alone.

Chapter 1, which presents the results of various studies and reports on the societal conditions leading to career education, was prepared by Mr. Terry Newell of the Office of Career Education staff.

Chapter 2 is the official Office of Education policy paper on career education, as prepared by Dr. Kenneth Hoyt, Director of the Office of Career Education and as approved by Commissioner Terrel H. Bell.

Chapter 3, which presents profiles of State activity in career education, was prepared by Ms. Gloria Butler and Mr. Terry Newell of the Office of Career Education. This chapter could not have been completed, however, without the very critical assistance of Dr. David Jesser, Director of the Career Education Project of the Council of Chief State School Officers and each of the State Career Education Coordinators who submitted the material from which the profiles were constructed.

Chapter 4, which describes career education efforts in grade levels kindergarten through twelve was prepared by Mr. Terry Newell from materials submitted by local career education projects across the nation, primarily those involved in a series of twenty "mini-conferences" conducted by the Office of Career Education in the summer of 1974.

Chapter 5, which describes career education activities at the postsecondary and adult levels, was prepared by Dr. John McCollum and Ms. Mercedes Miller of Social, Educational, Research and Development (SERD), Incorporated and contains minor editorial revisions made by the Office of Career Education.

Chapter 6, which presents the variety of ways in which the business-labor-industry-professional-government community is contributing to career education, was prepared by Mr. Samuel Burt and contains only minor editorial changes made by the Office of Career Education.

Chapter 7, which contains an overview of existing career education materials, was prepared by Dr. Marla Peterson, Eastern Illinois University, again with minor editorial changes made by the Office of Career Education.

The epilogue was prepared by Dr. Rupert Evans of the University of Illinois (Urbana-Champaign).

CHAPTER 1

WHY CAREER EDUCATION?

A child born in 1975 will live and work in a society in which:

- development to the fullest of one's abilities will become not only desirable but increasingly essential to assure personal as well as societal adaptability in a world of rapid change
- work satisfaction will continue to be a prime determinant of personal satisfaction [1]
- work possibilities will become increasingly numerous and diverse, so much so that the majority of jobs to be filled in the year 2000 do not even exist today
- the pace of change will require that everyone alter their work and its associated life style several times during their lives
- the increasing amount of leisure time will offer new chances and challenges for personal as well as societal development

Building a society which responds to these twenty-first century challenges, as well as many similar needs of today, is the task which career education faces. While the task does not belong to career education alone, career education is a partial response. While many of the causes and remedies for these problems lie outside of education, the growth of the career education movement is testimony to the fact that the educational system must do more to help people find and engage in meaningful and satisfying work and to help them lead more productive lives, personally as well as socially.

While there are many historical antecedents to the career education movement, its development in the past few years is predominantly due to several criticisms of the relationship of education to work in our society. Projections about the twenty-first century have added to the demand that this relationship be improved.

---

[1] The term "work" is not to be equated with "job" or "paid employment". Work may be paid or unpaid, in service to oneself and/or oneself and others. A more precise definition is contained in Chapter 2.

Youth and the Schools - Forces for Change

The most pressing demands for career education have come from critics of the formal educational system. What goes on in schools is seen, by students, parents, educators, and the general public, as too often irrelevant to the roles students will later play in society:

- In a recent nationwide survey of male high school seniors, only 6% rated their courses as "very exciting and stimulating;" only 30% felt that what they were learning in school would be "very important" in their later lives (Youth in Transition Project, Institute for Social Research)

- Asked to identify factors which interfered with their high school education, 51% of a national sample of seniors listed "the school doesn't offer the courses I want to take," this being the second most cited factor in the study (National Longitudinal Study of the High School Class of 1972, U.S.O.E.)

- The irrelevancy of much schooling was highlighted as an international problem by a 1972 UNESCO report which stated that: "education suffers basically from the gap between its content and the living experience of its pupils...link education to life, associate it with concrete goals, establish a close relationship between society and economy, invent or rediscover an education system that fits its surroundings-surely this is where the solution must be sought." (Learning to Be)

Not only is what happens in school seen as irrelevant, but the present structure of schooling itself is seen as harmful because it segregates youth from the rest of society. Alone and apart from life's mainstream, youth form a class of their own. Not only are they denied experience with adults, but adult society is denied the freshness and creativity of youth:

- "More striking than the racial and class segregation that exists in American high schools is the degree that these institutions act to segregate youth from adults and younger children, and even concentrate their relationship to a single age grade...it inhibits the experience of youth in incidental activities that form everyday life, and thus the learning that accompanies those activities." (Youth in Transition, Report of the Panel on Youth of the President's Science Advisory Committee, 1973)

- "The entire adult society...has made the young into a social class whose barriers approach a caste in their rigidity. No group is more isolated, more reduced to uselessness and more denied the chance to turn an honest penny than the youth." (B.O. Smith, Report of the Summer Institute on Educational Reform)

- "We must change our national way of life so that children are no longer isolated from the rest of society. We call upon all our institutions - public and private - to initiate and expand programs that will bring adults back into the lives of children and children back into the lives of adults." (Report to the President, White House Conference on Children)

Irrelevant curricula and schools which isolate the young from society also frustrate the demands of parents, students, and others for educational accountability. What the schools do does not reflect what its consumers want:

- In the Fourth Gallup Poll of Public Attitudes Toward Education, 44% of the respondents said that they wanted their children to get an education "to get a better job;" indeed, this was seen as the most important goal of education.

- In the Fifth annual Gallup Poll of Public Attitudes Toward Education, 90% of those polled nationally said that schools "should give more emphasis to a study of trades, professions, and business to help students decide on their careers."

- A 1971 national survey estimated that 21.2 million adults lacked reading skills at the "survival level," such as the ability to fill out a simple job application.

Another strand in the web of criticism that has led to career education is the attack on the educational system for partitioning itself and its students into college preparatory, vocational, and general tracks. This false trichotomy compartmentalizes learning to the detriment of all students:

- "education's most serious failing is its self-induced voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most grievous example of these intramural class distinctions is, of course, the false dichotomy between things academic and things vocational." ("Career Education Now," S.P. Marland, Jr.)

Not only does this fragmentation separate student from student and subject from subject, it also overemphasizes the value of and need for higher education and results in the failure to serve any of the three groups adequately:

- "Too many of our citizens, political leaders, and educators have defined adequate education largely in terms of preparation for and admission to institutions of higher learning. In so doing they have neglected the education needs of those who do not wish to go that route, as well as those who enter but do not finish college...Our high school program across the Nation is compartmentalized into the academic, the general, and the vocational tracks. Some of our high school students are in the so-called academic track, which does a reasonably good job of preparing them for college entrance. Other students are in the vocational track, which prepares them for entry into specific jobs. However, about 50 percent of our high school students are in the so-called general track, which prepares them neither to go the college nor to enter a job." (Final Report, The President's Commission on School Finance)

- Those in the general track appear to suffer most. Studies conducted by the Department of Labor indicate that general curriculum students account for 70% of high school dropouts, 78% of correctional institution inmates, and 88% of the enrollees in manpower training programs, yet only 32% of all high school students are enrolled in the general track.

- The overemphasis on higher education fails to provide students in that track with some highly important information. While 44% of high school students are enrolled in the academic or college preparatory curriculum, only 25% will finish college. Only 17% of all job openings during the 1970's will require a 4-year college degree. Nearly seven out of every ten people in the United States who earn $15,000 or more per year have no college degree. (Statistics from U.S.O.E., U.S.D.O.L.)

- Schools subscribing to the goal of a college education for everyone fail to serve all of their students in other ways. One out of every three vocational education students does not visit even once with a counselor during his senior year in high school (nine out of ten academic students do). 41% of vocational education students want more time with counselors to discuss post-high school jobs. Over 75% of all community college students are enrolled in liberal arts transfer programs, even though less than 25% of these students will ever attain a baccalaureate degree. (Statistics from Youth in Transition Project, Institute for Social Research, and from 6th Report of the National Advisory Council on Vocational Education)

Still another basic criticism of the educational system is that it ignores a large body of career development research which points strongly to the need to do a better job of helping students learn about and prepare for the world of work:

- Career development is a gradual process which begins at a very early age; career choice does not take place at a single point in time

- Career preferences generally move in a narrowing direction, although in adolescence they are still broad and changeable

- Career choice is usually accompanied by anxiety in our culture because basic career decisions are too often made in an environment which provides little help in making them (Source of these generalizations: "Implications for Career Education of Research and Theory on Career Development," S. Osipow)

Tied to this latter point is the criticism that the educational system fails to provide students with the information and experience necessary to equip them to make rational choices about their future plans. As the National Advisory Council on Vocational Education has so well stated (6th Report): "The American cry for 'freedom of choice' carries a very hollow ring for those whose choices have never been made clear:"

- In a recent nationwide study of student career development, 85% of the 11th grade students agreed that people should begin career planning before the last year of high school. This contrasts sharply, however, with their actual experience:

    - 78% stated that they want more help than the schools are presently giving in "making career plans" (73% of 8th graders said this); this was the highest area of concern indicated by the students

    - 49% of the 11th graders stated that their school has given them little or no help with career planning (55% of 8th graders)

    - 42% of the 11th graders had never talked with their counselor or a teacher about how their goals, interests, and abilities relate to jobs (data from "A Nationwide Study of Student Career Development," American College Testing Program)

- In another recent nationwide study of 11th grade students, 43.2% stated that they had never discussed their plans for after high school with the school counselor (Project TALENT Progress in Education Survey)

- In analyzing the results of a major longitudinal study of the educational and labor market experience of male youth, the authors of the Parnes study (Career Thresholds) concluded that the low scores students achieved on a test of occupational knowledge "presumably indicate some significant range of occupations that is beyond the ken of the individual. From this viewpoint, the very low scores of the youngest age category (14-17) particulary are discouraging, since they suggest that largely irreversible educational decisions by high school students are being made on the basis of relative ignorance. The differences in the extent of occupational knowledge among youngsters of different socioeconomic status also are instructive, for they imply that well-known differences in patterns of occupational choice among these groups may be caused in part by variations in how much they know about the world of work as well as by factors more difficult to remedy."

* A study of the career development of college students concluded that "few students seem to have been provided with an opportunity to explore and discuss post-college career futures." 61% of the students in the study said that they knew little or nothing of job opportunities when they elected their college major. (Youth and the Meaning of Work, D. Gottlieb)

The World of Work - Barriers to Fulfillment

While a major push for career education has come from the educational community, forces within the world of work have also contributed to the demands for change. The countless numbers of individuals who are experiencing difficulty, frustration, and alienation in finding and engaging in meaningful and satisfying work are insisting that industry, labor, business, government, and the community - as well as educators - find new ways to respond to their needs.

A principal social problem which has helped foster the career education movement is worker dissatisfaction. Despite what many social critics claim, however, Americans are not disenchanted with work in general; it is their specific jobs that they don't like:

* When asked if they would continue working even if they inherited enough to live comfortably without working, 80% of a cross section of Americans answered "yes." Yet only 9% said they would do so because they enjoyed the particular work they were doing. (R. Morse and N. Weiss, The Function and Meaning of Work)

* Americans of all ages remain committed to work as a central and extremely important part of their lives. 79% of a national sample of college students stated that commitment to a meaningful career is a very important part of life. These students ranked job challenge and the chance to find self-expression among the top influences of their career choices. (D. Yankelovich, The Changing Values on Campus)

Workers may be dissatisfied for a variety of reasons, many of which call for solutions which lie outside of education. Yet some of the dissatisfaction can be traced to educational causes:

- As a recent report to the Secretary of the Department of Health, Education, and Welfare noted: "Often, workers feel locked-into their jobs or status...as a result of lacking the skills needed for advancement, and as a result of feeling that they have no options available to them other than the status quo. Workers who feel locked-into their jobs quite often have symptoms of mental and even physical ill health." (Work in America)

- Often job dissatisfaction is as much a result of over-education as of under-education. The Department of Labor's Survey of Working Conditions found much of the greatest work dissatisfaction among young, well-educated workers in dull, routine, clerical positions. (Reported in Work in America)

- Between 1970-1990, people with one or more years of college will increase from 26.6 to 40.2% of the labor force, yet the number of jobs requiring such highly educated workers may well not expand nearly as rapidly. The result could well be the channeling of highly educated workers into jobs previously occupied by persons with much less education, a fact with serious consequences not only for the educated workers but for those they displace. (Statistics from U.S. Department of Labor)

Another social problem forming part of the career education rationale is the high rate of unemployment, particulary among youth:

- In 1972, the unemployment rate for those 16-19 years of age was 16.2%, almost three times the national average (Manpower Report to the President, U.S. Department of Labor)

- Part of this high youth unemployment may be attributed directly to the schools. Over 75% of those who drop out of school and over 35% of those who graduate receive no job guidance from either their school or the Employment Service. (Manpower Programs to Reduce Inflation and Unemployment, the Urban Institute)

- About 6 out of every 10 employed and unemployed youth are in school: employment and unemployment are increasingly an in-school matter. (Source: U.S. Department of Labor)

That education could be doing more to assist youth as they enter the world of work seems an inescapable conclusion. Lack of knowledge about the world of work appears to have consequences which transcend the problem of youth unemployment:

- "there are already indications that the amount of knowledge a young man has about the world of work makes a difference so far as his success in the labor market is concerned. "Those with relatively greater knowledge are more likely to believe they have progressed in terms of the skill and responsibility of their jobs during the year preceding the survey. Of greater importance, even when educational attainment is controlled, those with high scores on the occupational information test enjoy higher wages than those with low scores." (Career Thresholds: A Longitudinal Study of the Labor Market Experience of Male Youth, U.S. Department of Labor)

Aside from the problems of worker dissatisfaction and unemployment, career education has arisen in part as a response to the desire to integrate a wide variety of special groups more humanistically into society:

* Who needs career education? The handicapped of all ages who rightfully demand full integration into the mainstream of the world of work; the gifted and talented who need help in finding ways to develop and fully utilize their special skills for our benefit as well as theirs; the millions of persons of minority or low income background who have been tracked into low-paying, unsatisfying work.

Career education is also seen as a means to eliminate stereotypes which close out meaningful work options to millions of people:

* U.S. Department of Labor statistics show that women are 75% of all clerical workers but only 4% of all craftsmen and foremen and only 17% of all nonfarm managers, officials, and proprietors. Among the reasons for such figures appear to be:

  - "There are many role models for boys to shop among, from which to select a skill, a trade, a profession. Men are shown in almost every conceivable role. For girls, the Reader Seal of Approval is reserved for one form of service or another, with wife or mother the overwhelming favorite. There are 147 different role possibilities suggested for boys; for girls, a mere 25..Only direct necessity drives mothers to work, never mere desire or special skill or burning talent. The entire reader study of 134 books unearths only three working mothers, though the U.S. Office of Labor Statistics tells us that 38 percent of all working women have children under 18." (Dick and Jane As Victims: Sex Stereotyping in Children's Readers)

  - "Once such a division of labor becomes established, it tends to be self-perpetuating since each sex is socialized, trained, and counseled into certain jobs and not into others." (Work in America)

- "Research shows that less than one character in ten on television is a blue-collar worker, and these few are usually portrayed as crude people with undesirable social traits. Furthermore, portrayals tend to emphasize class stereotypes: lawyers are clever, while construction workers are louts. But it is not only the self-image of the worker that is being affected; television is conveying to children superficial and misleading information about work in society." (M. DeFleur, "Occupational Roles as Portrayed on Television, quote from Work in America)

- "We have come to associate aging per se as an unqualified sign of decreasing work and training capacity...It is somewhat absurd to spend billions in biomedical research to enable people to live longer, while simultaneously making that living more onerous, financially as well as psychologically." (Work in America)

The Face of the Future - Demands for Adaptability

While the strongest forces leading to the career education movement arise from present educational and social needs, the future places equally strong demands upon us. Though the future is less visible and more uncertain than the present, its effects will be just as real. And they may be more damaging if we are not prepared to deal with them.

While speculation about the future must be done with all kinds of qualifications, one thing that seems reasonably clear is that changes in the world of work will require continued and perhaps increasing individual adaptability:

- It is estimated that two-thirds of all types of jobs in 2000 A.D. will not be similar to those existing today. (Industrial Development and Career Education, St. Louis Regional Industrial Development Corporation)

- 57% of all heads of households live in a different labor market area today than the one in which they resided upon leaving high school (The Geographic Mobility of Labor, J. Lansing and E. Mueller)

- Current high school graduates will make approximately 7 changes in occupation during their working lifetime. (U.S. Department of Labor, Bureau of Labor Statistics)

- Increasing cybernation and the movement from a production-centered to a service-centered society and beyond will radically alter the nature and types of work to be done in the future.

Another development of the future requiring a more responsive educational system will be the increased amount of leisure time and the desire to find productive and meaningful work to do in this leisure time:

- * Between 1900 and 1970 the average American work-week decreased by nearly 25%. Over the past 100 years, workers have gained 50,000 hours free of work over their lifetimes due to this decrease in the workweek and to the increase in non-job time in youth and old age. Two-thirds of the workers in the private sector economy now enjoy paid vacations, and the average vacation for full-time workers has increased 22% in the last decade alone. These trends are likely to continue and the four-day work week and other changes may not be far off. Work and leisure activities must clearly be better coordinated. Work done in leisure time must receive more attention from the educational system. The potential for self- and societal improvement afforded by this increase in leisure time poses exciting challenges to education as well as to other segments of society. (Statistics from: Changing Schedules of Work: Patterns and Implications, American Institutes for Research)

- * The fact that Americans are anxious to use leisure time for self-improvement can to some measure be substantiated. Among a small group of intensively-interviewed adults it was found that they spent an average of 700-800 hours per year (17-20 full 40-hour workweeks) in deliberate learning projects. ("Perspectives of Adult Education in the United States," U.S.O.E.)

- * In view of the trend toward earlier retirement, the ability of people to find and engage in satisfying work (as differentiated from jobs) after retirement may be a critical factor to life itself. A 15-year study of aging has found that the strongest predictor of longevity is work satisfaction. (E. Palmore, "Predicting Longevity: A Follow-Up Controlling for Age")

Of course what the rapid changes in the nature of work and the increase in leisure time really highlight is the need for all people to develop the ability to continually learn throughout life. Education must be increasingly seen as a lifelong process, rather than one which takes place only in school and ends upon graduation:

- * The rapid obsolescence of knowledge and the extension of life span make it clear that the skills learned in youth are unlikely to remain relevant by the time old age arrives. Super-industrial education must therefore make provision for life-long education on a plug-in/plug-out basis." (A. Toffler, Future Shock)

- "The aim of education is to enable man to be himself, to 'become himself.' And the aim of education in relation to employment and economic progress should be not so much to prepare young people and adults for a specific, lifetime vocation, as to 'optimize' mobility among the professions and afford a permanent stimulus to the desire to learn and to train oneself." (UNESCO, Learning to Be)

- "... the commission laid stress above all on two fundamental ideas: lifelong education and the learning society. Since studies no longer constitute a definitive 'whole,' handed out to and received by a student before he embarks on adult life... educational systems must be thought out afresh, in their entirety, as must our very conception of them...we must go even further than the necessary overhaul of 'educational systems' until we reach the stage of a learning society." (UNESCO, Learning to Be)

CHAPTER 2

AN INTRODUCTION TO CAREER EDUCATION

Editorial Note: One of the most persistent criticisms of career education during the first few years of its development has been that no one knows what it really means. "What is it?" is a question that has been asked by both responsible and irresponsible skeptics of yet another educational program. The "problem" of definition, however, is not nearly as severe as has been claimed. There is a wide degree of agreement among both conceptualizers and practitioners about what career education means. During most of 1974, the Office of Career Education of the U.S. Office of Education sought to crystallize the consensus that exists into a formal position statement. Input was sought from hundreds of career education practitioners and theorists through the medium of their reaction to a draft position statement. A final position paper, based on their input and reflecting their agreements, now exists and has been approved for public dissemination by the U.S. Commissioner of Education, Dr. Terrel H. Bell. This position paper is presented below in its entirety.

Career education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-industry-labor community out-of-school youth and adults, minorities, the disadvantaged, and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of several possible responses that could be given to this call.

Conditions Calling for Educational Reform

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningfull relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both of those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept place with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quantity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms themselves or con ructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms, to the satisfaction of the general public, seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program.

Answering the Call for Educational Reform: The Rationale of Career Education

Each of the 11 criticisms cited above centers on relationships between education and lifestyles of individuals. Any comprehensive program of educational reform designed to answer such criticisms must be based on some common element inherent in each of the criticisms. Such a common element must be one that can logically be expected to be related to the needs of all persons involved in education. It must be related to the societal goals for education as well as the individual personal growth goals of learners.

One such element that seems appropriate to consider for use is the concept of work. For purposes of this rationale, "work" is defined as:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

This definition, which includes both paid and unpaid work, speaks to the societal survival need for productivity. It also speaks to the personal need of all individuals to find meaning in their lives through their accomplishments. It provides one possible societal basis for supporting education. Simultaneously, it provides one clearly recognizable reason for engaging in education on the part of both educators and students. It emphasizes the goal of education, as preparation for work, in ways that neither demean nor detract from other worthy goals of education. It is a concept which, while obviously encompassing economic man, goes beyond this to the broader aspects of productivity in one's total lifestyle - including leisure time.

As such, it serves as a universally common answer that can be given to all who ask "Why should I learn?" The fact that it may represent, for any given individual, neither the only answer nor necessarily the most important answer to this question is irrelevant to this claim for commonality.

Proposals for educational change made in response to any criticism or combination of criticisms cited above can all be accomplished through use of the concept of work. It accomodates the productivity goals of society in ways that emphasize the humanizing goals of American Education. It is this quality that lends credence to career education as a vehicle for educational reform.

A Generic Definition of Career Education

In a generic sense, the definition of "career education" must obviously be derived from definitions assigned the words "career" and "education." For purposes of seeking a generic definition for career education, these two words are defined as follows:

> "Career" is the totality of work one does in his or her lifetime.
>
> "Education" is defined as the totality of experiences through which one learns.

Based on these two definitions, "career education" is defined as follows"

> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

"Career," as defined here, is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education," as defined here, obviously includes more than the formal educational system. Thus, this generic definition of career education is purposely intended to be of a very broad and encompassing nature. At the same time, it is intended to be considerably less than all of life or one's reasons for living.

Basic Concept Assumptions of Career Education

Based on the generic definition of career education and its rationale as cited above, the career education movement has embraced a number of basic concept assumptions. These assumptions include:

1. Since both one's career and one's education extend from the pre-school through the retirement years, career education must also span almost the entire life cycle.

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.

6. Career education is for all persons -- the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.

7. The societal objectives of career education are to help all individuals: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work: a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.

10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

Taken as a whole, these ten concept assumptions can be view as representing a philosophical base for current career education efforts. Career education makes no pretense of picturing these assumptions as anything more than the simple beliefs that they represent. Certainly, each is debatable and none are yet sufficiently accepted so as to be regarded as educational truisms.

Programmatic Assumptions of Career Education

Operationally, career education programs have been initiated based on a combination of research evidence and pragmatic observations. While subject to change and/or modification based on further research efforts, the programmatic assumptions listed below are intended to serve as examples of the truth as we presently know it to be. Each is stated, insofar as possible, in the form of a testable hypothesis. By doing so, it is hoped that further research will be stimulated.

1. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

2. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.

5. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

9. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

14. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

15. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career

development programs for persons suffering such deprivation.

16. An effective means of helping individuals discover both who they are (in a self concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

17. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

19. One's style of living is significantly influenced by occupations he or she engages in at various times in life.

20. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

21. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

22. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

This list is intended to be illustrative, rather than comprehensive, in nature. The prime point being illustrated is that, in formulating action plans for career education, we are not, even at this point in time, forced to operate out of complete ignorance. While much more research is obviously needed, it seems safe to say that we know enough right now to justify the organization and implementation of comprehensive career education programs. The call for educational reform, to which career education seeks to respond, does not have to wait for further research before it can begin to be answered. Further research is badly needed, but we need not and should not wait until such research is completed before undertaking the installation of career education programs.

Career Education Tasks: Initial Implementation

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. The assumption of new roles, on the part of some staff members, can be accomplished in most educational systems with no serious loss in total institutional productivity. While the emphasis and methodology will vary considerably from one educational level to another (e.g., the emphasis on vocational education will be minimal at the elementary school level and the emphasis on the Home and Family component will be minimal at the adult education level), the following kinds of tasks are essential for initial implementation of a comprehensive career education effort.

A. All classroom teachers will:

   1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

   2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

   3. Help pupils acquire and utilize good work habits.

    4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.

    5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

B. In addition to A above, some teachers will be charged with:

    1. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

    2. Helping students acquire job-seeking and job-getting skills.

    3. Participating in the job-placement process.

    4. Helping students acquire decision-making skills.

C. The business-labor-industry community will:

    1. Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

    2. Serve as career development resource personnel for teachers, counselors, and students.

    3. Participate in part-time and full-time job placement programs.

    4. Participate actively and positively in programs designed to lead to reduction in worker alienation.

    5. Participate in career education policy formulation.

D. Counseling and guidance personnel will:

    1. Help classroom teachers implement career education in the classroom.

    2. Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in followup studies of former students.

E. The home and family members where pupils reside will:

1. Help pupils acquire and practice good work habits.

2. Emphasize development of positive work values and attitudes toward work.

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

F. Educational administrators and school boards will:

1. Emphasize career education as a priority goal.

2. Provide leadership and direction to the career education program.

3. Involve the widest possible community participation in career education policy decision making.

4. Provide the time, materials, and finances required for implementing the career education program.

5. Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

Until and unless all of the tasks specified above are being carried out, the initial implementation of a comprehensive career education program cannot be said to have taken place. While bits and pieces of career education are obvious in many educational systems at the present time, very few can be said to have fully implemented these initial tasks. American education cannot be said to have responded to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made.

Learner Outcomes For Career Education

Like the career education tasks outlined above, specific learner outcomes for career education will vary, in emphasis, from one educational level to another. For purposes of forming a broad basis for evaluating the effectiveness of career education efforts, a listing of developmental outcome goals is essential. In this sense, career education seeks to produce school leavers (at any age and at any level) who are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.

3. Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.

4. Equipped with career decision making skills, job hunting skills, and job getting skills.

5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

8. Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.

9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

It is important to note that these learner outcome goals are intended to be applied to persons leaving the formal educational system for the world of work. They are not intended to be applicable whenever the person leaves a particular school. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post high school occupational education programs. For still others, these goals need not be applied, in toto, until they have left a college or university setting. Thus the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

Basic Educational Changes Championed by Career Education

The actions of students, educational personnel, parents, and members of the business-industry-labor community, no matter how well-intentioned, cannot bring about educational reform so long as the basic policies of American education remain unchanged. None of the basic educational policy changes advocated by career education are either new or untested. Yet, none has as yet become common practice in a majority of educational systems No one of these changes can or should come quickly. Each will require considerable study, debate, and public acceptance prior to its initiation. In spite of the obvious difficulties and dangers involved the following basic educational policy changes are each championed by the career education movement:

1. Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary school level and of occupational education offerings at the post-secondary school level.
2. Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curricula at the secondary school level.
3. The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.

4. The installation of systems for granting educational credit for learning that takes place outside the walls of the school.

5. Increasing use of non-certificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.

6. The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.

7. Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.

8. Creation of the year-round public school system that provides multiple points during any twelve-month period in which students will leave the educational system.

9. Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills, and methodologies.

10. Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.

11. Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.

12. Increased utilization of educational technology for gathering, processing and disseminating knowledge required in the teaching-learning process.

13. Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-industry-labor community.

14. Increases in participation, on the part of formal education, in comprehensive community education and human services efforts.

There are three basic implications inherent in the kinds of educational changes cited here which must be made very explicit.

First, we are saying that while initial implementation of career education programs will be relatively inexpensive, total educational reform is going to be expensive. No matter how much current educational budgets are re-aligned, there is no way that this total reform can be carried out with current sums now being expended for the public school and public higher education systems.

Second, we are saying that a substantial portion of the additional funds required could be found in current remedial and alternative educational systems that, supported with tax dollars, now exist outside the structure of our public school system and our system of public post-secondary education. Career education represents a movement dedicated to avoiding the creation of a dual system of public education in the United States. A single comprehensive educational system will be both less expensive, in the long run, and more beneficial in meeting educational needs of all persons -- youth and adults -- in this society.

Third, we are saying that the days of educational isolationism are past. It is time that our formal educational system join forces with all other segments of the total society, including both community service agencies and the business-industry-labor community in a comprehensive effort to meet the varied and continuing needs for education on the part of both youth and adults. Rather than either complaining about or competing with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens.

Unless these kinds of long range educational reforms are made a basic part of the career education strategy, it is unlikely that the kinds of criticisms that led to establishment of career education will be effectively answered.

Concluding Remarks

As a response to a call for educational reform, career education has operated as a paper priority of American education for the last three years. During this period, it has demonstrated its acceptability, as a direction for change, to both educators and to the general public. Its widespread application to all of American education has not yet taken place. If successful efforts in this direction can now be made, the result should be complete integration of career education concepts into the total fabric of all American education. When this has been accomplished, the result should be abandonment of the term "career education" and adoption of some other major direction for educational change. The call for educational reform, to which career education seeks to respond, is still strong and persistent across the land. That call can no longer be ignored. Career education stands ready to serve as a vehicle for answering the call. It is time that this vehicle be used.

CHAPTER 3

THE STATE OF THE STATES

Twenty-five State legislatures have appropriated funds specifically earmarked for career education. Forty-two States and Territories have designated Career Education Coordinators, and many States have funded additional staff specifically for career education. Five States have enacted career education legislation, and at least six others are actively pursuing this effort. As the table below shows, career education was a priority in many States even before the Federal effort began in 1971. In a very real way, the future of career education depends on such continued and increased support at the State level. The state of the States will to a very significant degree determine the health of the career education movement.

A Profile of Growth

The earliest State-level efforts in career education were primarily devoted to planning, including task forces, conferences, the preparation of position statements, and the designation of staff. As the table shows, however, these efforts escalated sharply in 1972 as increased Federal involvement provided needed "seed" money and moral support. Between 1971-1973, the number of

GROWTH OF STATE-LEVEL SUPPORT FOR CAREER EDUCATION

Type of State Activity	Number of Actions Taken for First Time							
	1968*	1969*	1970*	1971	1972	1973	1974	Total
State Board Resolution	-	2	-	3	4	5	1	15
State Position Statement	-	2	1	4	13	13	2	35
State Plan	-	1	3	1	4	13	3	25
State Coordinator	2	3	2	4	17	10	4	42
State Legislation	-	-	-	-	2	1	2	5
State Budget	-	1	2	1	6	9	6	25

* The term "career education" was first used in 1971. Actions taken prior to 1971 were precursors to the career education movement, although they were (and still are) wholly consistent with its basic concepts.

States with formal position papers on career education increased almost 400 percent, and the number of States with formal State plans for career education grew at nearly the same rate. The number of Career Education Coordinators nearly quadrupled and the number of States putting their own funds into career education increased at an even faster pace. Cross-State efforts were facilitated in 1973 with the creation of a Career Education Task Force by the Council of Chief State School Officers (CCSSO). The Task Force has held several meetings on career education, and in March 1974 the Career Education Project of the CCSSO sponsored a meeting of all State Coordinators in Dallas, Texas. The Career Education Project also conducts surveys and studies to meet State-level needs for career education assistance.[1]

State Definitions of Career Education

Over thirty States have approved definitions of career education. Many other States have operational definitions which are not yet official. In some cases, a State's definition is written into law, in others it appears in a position paper or State resolution. While there is considerable diversity in these definitions, because States have various needs and are moving at various rates, there is also considerable commonality. Almost all of these States agree that: (1) career education has as its major goal improving the relationship of education and work, including the view that education is preparation for work; (2) career education is for all persons of all ages; and (3) career education should permeate the educational process. There is also considerable agreement about the belief that career education, in order to be successful, must involve the entire community (not just the schools) in improving education.

Another way to gauge the degree of agreement among States on the meaning of career education is through an analysis of their reactions to a single definition. As indicated in Chapter 2, there is widespread agreement among State Career Education Coordinators on the generic definition of career education as presented in the Office of Education policy paper.

---

[1] Most of the data reported in this chapter has been collected through the CCSSO, specifically with the help of Dr. David Jesser, Project Director of the Career Education Project.

There is also wide agreement on the basic assumptions which form the underlying philosophical and programmatic rationale for career education.

State Legislation and State Budgets for Career Education

Five States (Arizona, Florida, Iowa, Louisiana, Michigan) have enacted legislation specifically for career education, and several other States are planning such legislation (e.g. Colorado, Nevada, Oregon, Wyoming, etc.). Legislative mandates vary from those requiring broad implementation activities (e.g. Louisiana) to those which are primarily directed at planning for future activities (e.g. Michigan).

Specific career education legislation does not in any way appear to be a prerequisite for vigorous State-level activity, however. Many States are conducting extensive career education programs under existing legislation, such as in Maryland, New Jersey, and Ohio.

Similarly, while some State legislatures have passed appropriations targeted on career education, many others have committed funds under existing budget categories. Examples in the former category include Louisiana ($8 million for 1973-1974) and Arizona ($10 million over the past four years). Examples in the latter category include Arkansas, California, Maryland, New Jersey, Ohio, Oregon, Texas, Utah, and most other States actively supporting career education. The funding sources used vary widely and include Federal as well as State-level sources.

Specific Activities in Support of Career Education

State-initiated activities in career education vary greatly, from those heavily focused on planning (task forces, needs assessment, etc.) to those primarily programmatic (training, project support, curriculum development, etc.). The individual State profiles which follow highlight the more significant of these efforts within each State. Brief mention of a few of these indicates the dynamic and innovative character of State support for career education.

In terms of planning, many States have conducted State-wide needs assessments. An extensive effort conducted through the Texas Education Agency is of particular interest. In a complex process involving all segments of the community, 177 learner outcomes for career education have been identified. Over the next four years these outcomes will be translated into learner activities, teacher training designs, and evaluation schema to assure that students meet the desired performance measures.

Michigan and New Jersey have approached planning by establishing local career education planning units (49 planning districts in Michigan and 21 county units in New Jersey). Maryland and other States have followed the approach of requiring specific career education plans at the school district level.

Many States, such as Arizona, Missouri, and Ohio have used State funds to award grants for project development in local education agencies. Some have also placed heavy emphasis on the inservice training of teachers in career education (e.g. Louisiana, Indiana, New Jersey, etc.). Still others have established special services to meet the needs of a large number of school districts. Oregon and Wisconsin, for example, have stablished innovative career information systems. Wisconsin's even includes a toll free telephone placement system. Arizona, Florida, and New Jersey have set up clearinghouses for career education materials and Oregon, as well as other States, has engaged in detailed follow-up studies to improve school program planning. Many States have supported extensive efforts to produce resource guides, curriculum materials, and staff development materials.

The profiles on the following pages offer more detailed information, as collected directly from the State Career Education Coordinator. Undoubtedly, many new developments have taken place since these profiles were put together. Please write or call the appropriate Coordinator for the latest information on activities within a given State. For information on cross-State efforts, contact the Career Education Project of the Council of Chief State School Officers in Washington, D.C.

ALABAMA

STATE DEFINITION:

Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominantly technical, specialized society.

Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and focusing concepts around a career development theme.

(Source: Alabama's Career Education Position Statement)

DEVELOPMENTAL ACTIVITIES:

Position statement developed in 1972.

Interdivisional State Department committee established to develop State Plan and to fund LEAs and IHEs for development of career education programs.

Interdepartmental State Department personnel concept development and training activities.

Career education programs developed in thirty-five LEAs in Appalachian Alabama involving 135,651 students, 5,830 teachers, and 410 administrators. These school systems developed 833 career education teaching units.

Career education instructional laboratory conducted for 719 classroom teachers, counselors, principals, and superintendents.

Two conferences for institutions of higher education involving approximately 150 college faculty and administrators.

Planning for a model career education program at the University of Alabama at Birmingham. This model will include plans for career development for college students, development of a career education oriented undergraduate teacher education program, and plans for the development of a career education specialist program for certification.

Sponsored work conference for 3000 vocational teachers and guidance counselors in August 1973 on "Career Guidance - an Educational Responsibility" utilizing EPDA Part F funds.

Developed programs for special needs groups such as disadvantaged and handicapped vocational education students.

Utilized Part C Vocational Education funds for a research project involving ten school systems to determine the most effective procedures for implementation of school-wide junior high career exploratory experiences and for the placement and follow-up of all exiting students, K-14.

Developed three projects utilizing Part D Public Law 90-576 funds in Montgomery County, Mobile County, and Phenix City School Systems. A Part "C" Research and Development Project during FY 1973 served as the pilot effort for these projects.

Utilized ESEA, Title III funds to develop career education exemplary projects in Arab City, Butler County, Baldwin County, Marion City, and Russell County School Systems.

PLACES TO LOOK AT:

Arab City System
City Board of Education
Drawer O
Arab, Alabama 35016
Contact: Ms. Marie P. Bailey

Bessemer City System
501 Second Avenue
Bessemer, Alabama 35020
Contact: Mr. Ted Jones

Pickens County System
Pickens County Board of Education
P.O. Box 32
Carrollton, Alabama 35447
Contact: Mr. Jesse B. Wier

Russellville City System
Russellville City Board of
Education
P.O. Box 880
Russellville, Alabama 35653
Contact: Dr. Robert W. Clemmons

Shelby County System
Chelsea High School
Chelsea, Alabama 35043
Contact: Mr. Gerald Garrett

Sylacauga City System
Sylacauga High School
701 N. Broadway
Sylacauga, Alabama 35150
Contact: Mr. Dewitt Dodd

University of Alabama
in Birmingham
Dean, School of Education
University Station
Birmingham, Alabama 35294
Contact: Dr. Fain Guthrie

PUBLICATIONS:

Career Guidance Handbook, Division of Vocational Education and Community Colleges, Alabama State Department of Education, Montgomery, Alabama.

Career Education in Alabama, The Art of the State, Division of Vocational Education and Community Colleges, Alabama State Department of Education, Montgomery, Alabama.

STATE COORDINATOR:

Dr. John E. Deloney
Director, Appalachian Career Education
Room 802 State Office Building
State Department of Education
Montgomery, Alabama 36104

STATE DEFINITION:

Currently being developed by Statewide task force for career education.

DEVELOPMENTAL ACTIVITIES:

Statewide task force to examine the impact and status of career education on a Statewide basis.

PLACES TO LOOK AT:

Anchorage Borough School District
670 Fireweed Lane
Anchorage, Alaska 99503
Contact: Gene Davis

PUBLICATIONS:

None available at the present time.

STATE COORDINATOR:

Dr. Richard L. Spaziani
Director, Career and Vocational Education
Pouch F
Juneau, Alaska 99811

ARIZONA

STATE DEFINITION:

"Career Education combines the academic world with the world of work. It must be available at all levels of education, from kindergarten through the university. A complete program of career education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students. This calls for all basic education subjects to incorporate career education as an activity throughout the curriculum."

(Based on legislation and approved by State Board of Education)

DEVELOPMENTAL ACTIVITIES:

Extensive in-service training program for teachers.

State Career Education Clearinghouse. Collects, categorizes, disseminates locally produced Career Education material.

Full-time State apprenticeship coordinator on the staff.

More than 300 additional work education (co-op) programs funded.

Position statement (1973) and State Plan (1972).

Legislation enacted (ARS 15-1199). $1.9 million appropriated first year (FY 1972).

Career Education Matrix. Guide for teachers to develop classroom goals and activities. Broken down according to 8 Career Education elements and 4 developmental grade levels. 40,000 distributed Statewide.

RFP (Request for Proposal). This large document (revised every year) details the goals and objectives for the coming years and aids local districts in preparing their annual proposals. The RFP pulls all the activities together and facilitates the coordination of the entire effort.

21 projects are presently funded by the Department of Education to carry through with the implementation of Career Education. 18 of these are school-based and vary tremendously in size, from single school district to multi-district, to county-wide and multi-county. The remaining three are with the State's 3 universities.

A series of 30 TV programs were developed over a two-year period to bring Career Education to the general public. Also, 12 16mm films are available, based on the original 30 TV programs.

Total State funds appropriated = slightly over $10 million (4-year period). Funding for State for FY 75 is about $4.7 million.

Directors of the 21 funded projects have formed an organization, "Associated Directors of Career Education." Bi-monthly meetings are held.

Each project has an advisory council.

PLACES TO LOOK AT:

Career Education Clearinghouse
Department of Education
1535 W. Jefferson
Phoenix, Arizona

Operation Guidance
Agua Fria Union High School
530 E. Riley
Avondale, Arizona
Contact: Harold Porter

Apache/Navajo Career Ed. Project
P.O. Box 749
St. Johns, Arizona
Contact: Mr. Earl Patterson

Career Bound
3811 N. 44th Street
Phoenix, Arizona
Contact: Dr. Thomas Kennedy

Central Maricopa Careers Project
512 W. Van Buren
Phoenix, Arizona
Contact: Dr. Ken Cole

Cochise County Career Project
Drawer Y
Bisbee, Arizona 85603
Contact: Mr. David Hunter

Coconino County Career Project
P.O. Box 398
Flagstaff, Arizona
Contact: Mr. Virgil Langley

Demonstration in Career Ed.
500 W. Galveston
Chandler, Arizona
Contact: Mr. Marvin Seeman

Center for Career Development
161 E. 1st Street
Mesa, Arizona 85201
Contact: Dr. James Zaharis

Mohave County Career Education
515 W. Beale Street
Kingman, Arizona 86401
Contact: Mr. N. T. Miller

Developmental Career Guidance Proj.
6920 E. Broadway, Suite C
Tucson, Arizona
Contact: Dr. Norman Bloss

Pinal County Career Awareness
Program
Central Arizona College
Coolidge, Arizona
Contact: Mr. Robert Baxter

Roosevelt Career Ed. Project
6000 S. 7th Street
Phoenix, Arizona 85040
Contact: Dr. Norma Richardson

Santa Cruz County Career Education
402 Martinez
Nogales, Arizona 85621
Contact: Dr. Jerry Booth

Tri-County Career Ed. Project
Eastern Arizona College
Thatcher, Arizona 85552
Contact: Mr. William Konopnicki

Westside Area Career Occupations
Project
6000 W. Olive
Glendale, Arizona 85301
Contact: Mr. John Glur

Yavapai County Career Education
122 N. Cortez, Rm 312 B
Prescott, Arizona
Contact: Dr. Macke Williams

Yuma County Career Ed. Project
P.O. Box 5673
Yuma, Arizona 85364
Contact: Mr. Don Combrink

PUBLICATIONS:

Career Education Matrix

Career Education: Leadership in Learning (32-page multi-color brochure for general public consumption)

Annual Legislative Report on Career Education (statistical summary of Career Education activities throughout the State)

Career Education In-Service Booklets (series of 5)

Career Education: Fad or Fundmamental (speech)

STATE COORDINATOR:

Mr. E.L. Dorr
1535 W. Jefferson
Phoenix, Arizona 85007

ARKANSAS

STATE DEFINITION:

Career Education is essentially an instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of the world of work, broad orientation to occupations (on professional and non-professional), indepth exploration of selected clusters, career preparation and understanding of the economic system of which jobs are a part and placement for all students.

(This definition was officially accepted and endorsed by the Arkansas State Board of Education on September 9, 1973.)

DEVELOPMENTAL ACTIVITIES:

State Plan developed in 1973.

State Coordinator named in 1973.

Budget in 1973; $60,000 of State funds.

Legislation - career education is included within Department of Education appropriation. No separate career education guidelines are contained within the legislation.

Department of Education Task Force on Career Education initiated in 1973.

Considerable effort is being made to coordinate various Career Education programs within the divisions of the Department of Education. The Statewide supervisor of Career Education is attached to the Office of Planning and Evaluation within the Office of the Director of Education. The Supervisor of Career Education is chairman of the Task Force on Career Education made up of representatives of all of the divisions of the Department of Education. All existing and new Federal and State projects involving Career Education are brought to the attention of the Task Force members in order to facilitate a coordinated effort to implement a Statewide program in Career Education.

The entire supervisory staff of the Department of Education participated in a two-day staff development workshop in May 1974.

PLACES TO LOOK AT:

Oak Grove Elementary School
North Little Rock, Arkansas 72218
Contact: Richard Freidl

Russellville High School
Highway 7-T Bypass
Russellville, Arkansas 72801
Contact: Loreta Bonner

Magnolia Public Schools
Magnolia, Arkansas 71753
Contact: Pansy Puckett

Mena Public Schools
Mena, Arkansas 71953
Contact: Era Looney

Dardanelle Middle School
4th & Cedar
Dardanelle, Arkansas 72834
Contact: Ed Bradshaw

Monticello Public Schools
Monticello, Arkansas 71655
Contact: Fred Robinson

Lonoke Elementary School
501 Academy
Lonoke, Arkansas 72086
Contact: Peggy Dowdy

Ashdown Public Schools
Ashdown, Arkansas 71822
Contact: Kippy Wilson

PUBLICATIONS:

Career Education in Arkansas: Arkansas State Board of Education, September 1973 - A Position Paper

Career Awareness, A Curriculum Guide for the Elementary Schools

A Digest - Resource Activities

A Sharing of Ideas, A Resource Guide for Elementary Teachers

STATE COORDINATOR:

Emil R. Mackey
Supervisor, Career Education
Education Building
Capitol Mall
Little Rock, Arkansas 72201

CALIFORNIA

STATE DEFINITION:

"Broadly defined, career education is an educational thrust designed to:

- Infuse career development and preparation concepts into all disciplines and educational experiences for all learners at all levels
- Provide each student with a coordinated educational experience consisting of career awareness, career exploration, career preparation, career guidance and placement."

(Source: Position Paper, 1974)

DEVELOPMENTAL ACTIVITIES:

Proficiency test for high school students; early high school exit planned for 1975 operation.

State grants for disadvantaged to attend postsecondary occupational education institutions.

State Board Resolution - 1971.

Position Statement - 1974.

State Plan - 1975.

Coordinator named - 1971.

State Level Operations Budget 1971-1975.

Total Departmental Planning - 1973.

Legislation planned.

4 Needs Assessment Studies in 1972-1973 (Contact: Jack Sappington, Orange County Unified School District): Orange County, Richmond, Santa Barbara, and Camino.

PLACES TO LOOK AT:

Ceres Unified School District
P.O. Box 307
Ceres, California 95307
Contact: Ramon Fauria

Covina-Valley Unified School District
519 East Badillo
P.O. Box 269
Covina, California 91723
Contact: Dr. Ragene A. Farris

San Diego County Office of Education
6401 Linda Vista Road
San Diego, California 92111
Contact: Dr. Glen Pierson

San Mateo County Office of Education
333 Main Street
Redwood City, Cal. 94063
Contact: Rich Gemmett

Los Angeles City USD
450 N. Grand Avenue
P.O. Box 3307, Terminal Annex
Los Angeles, California 90051
Contact: Robert Sampieri

Orange Unified School Dist.
307 North Glassell
Orange, California 92666
Contact: Jack Sappington

San Diego County Schools Office
Pilot Career Guidance Center
6401 Linda Vista Road
San Diego, California 92111
Contact: Dr. Ed Whitfield

Richmond Unified School Dist.
1108 Bissell Avenue
Richmond, California 94802
Contact: Earl Carr

Santa Barbara School District
720 Santa Barbara Street
Santa Barbara, California 93101
Contact: Cliff Purcell

Monterey Unified School Dist.
P.O. Box 1031
Monterey, California 93940
Contact: Lloyd Swanson

San Jose Unified School Dist.
1605 Park Avenue
San Jose, California 95126
Contact: Loy Trowell

Sacramento City Unified
4501 Sacramento Blvd.
Sacramento, California 95820
Contact: Jack Howard

Sonoma County Office of Ed.
2555 Mendocino Avenue-Rm 111E
Santa Rosa, California 95401
Contact: Ron Caselli

San Diego City USD
4100 Normal Street
San Diego, California 92103
Contact: Ron Detrick

Camino Union School District
P.O. Box 481
Camino, California 95709
Contact: Wally Thomas

Ontario-Montclair Elementary
School District
950 West D Street
P.O. Box 313
Ontario, California 91761
Contact: Dr. Norman Steinaker

Mt. Diablo Unified School Dist.
1936 Carlotta Drive
Concord, California 94519
Contact: Mr. Milan Wight

La Mesa-Spring Valley
Elementary School District
4750 Date Avenue
La Mesa, California 92041
Contact: Dr. Martin Gerstein

South San Francisco
Unified School District
3[illegible] B Street
South San Francisco, Ca. 94080
Contact: Mr. Patrick Cannon

Downey Unified School Dist.
Regional Occupation Program
P.O. Box 75
Downey, California 90241
and
Los Angeles County High Schools
North American Rockwell Space
Division
Contact: North American Rockwell
Space Division
1700 E. Imperial Hwy.
El Segundo, Ca. 90245

PUBLICATIONS:

"Career Education in California;" California State Department of Education Career Education Task Force.

STATE COORDINATOR:

Paul N. Peters
State Department of Education
Career Education Task Force
721 Capitol Mall
Sacramento, California 95814

COLORADO

STATE DEFINITION:

"Career education is a continuous learning process that will assist all individuals in decision-making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation. These decisions will be pertinent to the life roles of the family, citizenship, leisure time, as well as work."

(Source: State Plan for Career Education, May 1973. The definition may be expanded as the original State Plan is being revised. There is also a need to clarify parts of the definition for legislative purposes.)

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1973.

Position Statement - 1972.

State Plan - 1973.

Coordinator named - 1973.

Budget - 1974; $25,000.

Legislation planned. Legislative bill drafted and legislative meetings are now being held all over the State.

Needs assessment conducted in 1972-1973 involving approximately 181 persons; various samplings in local districts in compliance with the Colorado Accountability Law of 1971.

"State of the Art" survey being conducted to determine how many teachers need and have had inservice and are actually implementing career education activities.

Resource Guide and brocures have been developed.

PLACES TO LOOK AT:

Boulder Valley
Pueblo District 60
Rock Ford, Colorado
Contact: Harrel Guard

Northwestern B.O.C.S.
Haxton, Colorado
Contact: Al Renzalman

Denver Junior League
(EXPLO - Career Fair)
Denver, Colorado
Contact: Carl Chiko

Pueblo Public Schools
Pueblo, Colorado
Contact: Kaye Hamn

Project PICO (Project in Career Opportunities)
Monte Vista Public Schools
Monte Vista, Colorado
Contact: Dick Richmond

Southwest Project K-12
San Juan Area Vocational School
Cortez, Colorado
Contact: Bill Nelson

PUBLICATIONS:

"State Plan for Career Education," April 1973.

STATE COORDINATOR:

Jeanne Werschke
Colorado Department of Education
State Office Building
Denver, Colorado 80203

CONNECTICUT

STATE DEFINITION:

"Career education is a broad sequence of learning experiences provided through formal education and use of community resources. It is a state of mind favoring a mode of inquiry for examining, preparing for, and coping with the working world. The focus is on planning; on the life process of career choices; on preparation appropriate to an individual's needs and values, interests and aptitudes; and on the more general needs and values of a diverse society. Individual career development encompasses a series of decisions and progressive experiences throughout a lifetime."

(Source: "Career Education: A Policy Statement," adopted by the Connecticut State Board of Education in June 1973)

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1973.

State Plan (included in Vocational Education State Plan) - 1972.

Coordinator named - 1972.

Budget - 1972; State funding for FY 1974 of $285,000.

Legislation: Interdivisional Task Force position paper approved by State Board of Education in 1973. Occupational Training Act of 1973 includes a section on career education.

Ad hoc Advisory Committee on Career and Vocational Education

Five Career Education Resource and Service Centers established to serve geographic regions; these are tied into teacher education institutions; two professional staff members funded by the State are in each Center.

PLACES TO LOOK AT:

95 of 169 communities in Connecticut now have structured career education programs. Some of these are:

Norwalk Public Schools
105 Main Street
Norwalk, Connecticut
Contact: Forrest Parker

Meridan Public Schools
Meridan, Connecticut 06450
Contact: Thomas Skulski

Bridgefort Public Schools
Bridgefort, Connecticut 06604
Contact: Jos Bonitatibus

Southington Public Schools
Contact: Armand Solimita

New Haven Public Schools
New Haven, Connecticut
Contact: Isadore Wexler

Hartford Public Schools
Hartford, Connecticut
Contact: John LaConche

Bloomfield Public Schools
Bloomfield, Connecticut
Contact: Merle Harris

Danbury, Connecticut
Contact: Alexander Boychuk

PUBLICATIONS:

"Guidelines for the Initiation and Development of Career Orientation Programs"

"Guidelines for Career Development Activities at the High School Level"

STATE COORDINATOR:

Dr. Saul H. Dulberg
Vocational Division
Connecticut State Department of Education
State Office Building
Box 2219
Hartford, Connecticut 06115

DELAWARE

STATE DEFINITION:

"Career Education refers to the correlation of academic and vocational subject offerings through appropriate learning opportunities and activities based on the development of performance objectives. Career interests and aspirations of students provide a relevant core around which the total learning activities are structured. The formulation of performance based criteria emphasizes the importance of diagnosis of student abilities, individualization of instruction, continuous progress, and success-oriented learning. Career Education further requires full cooperation between the school and community to assure that all available resources are utilized in the development of a viable learning laboratory. The successful placement and follow-up of students provides a career bridge between the classroom and the occupational world."

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1969.

Position Statement - 1969.

Coordinator named - 1971.

Funding of LEA projects to foster career education concepts.

Delaware Advisory Council on Career Education (Contact: Dr. George McGorman).

Resource Guide and Brochures developed.

State funds: $2,400,000.

PLACES TO LOOK AT:

Newark School District
83 East Main Street
Newark, Delaware 19711
Contact: Dr. R. Michael Simmons

Wilmington Public Schools
Wilmington, Delaware
Contact: LeRoy Christophe

New Castle - Gunning Bedford School District
New Castle, Delaware 19702
Contact: Monroe Gerhart

PUBLICATIONS:

None available at the present time.

STATE COORDINATOR:

Mr. Randall L. Broyles
Department of Public Instruction
Townsend Building
Dover, Delaware 19901

DISTRICT OF COLUMBIA

STATE DEFINITION:

No official definition at the present time.

DEVELOPMENTAL ACTIVITIES:

Vocational Education State Plan includes career education as a component in the K-12 curriculum.

PLACES TO LOOK AT:

Career Education Exemplary Project
Carver School
Washington, D.C.
Contact: Bessie Etheridge

PUBLICATIONS:

None available at the present time.

STATE COORDINATOR:

Dr. John Posey
Career Development Program
Public Schools of the District of Columbia
415 12th Street, N.W., Suite 1000
Washington, D.C. 20004

FLORIDA

STATE DEFINITION:

Career education in Florida is viewed as an effort to assure that educational curricula prepare students for productive activity. Career education is for all economic, social, ethnic, and ability groups. It is for all learners at every stage of educational development. The career education concept is learner-centered. It seeks to achieve the goals of justice and equality of opportunity in education.

The aim of career education is to prepare individuals to become personally fulfilled, economically self-sufficient, and responsive to their obligations as citizens. Career education is inclusive from kindergarten through university and adult continuing education. Career education encompasses and infuses both academic education and vocational education, integrating the learning and the doing. Career education provides job entry skills to all learners prior to or upon leaving the education system. It provides awareness of all occupations and professions. It also provides preparation for those occupations requiring minimal knowledge and skills, and those professions requiring very high levels of specialized competence.

Career education is essentially an instructional strategy, designed to improve educational outcomes by relating teaching and learning activities to the concept of career development.

Career education functions through the total efforts of public education, the home, and the community. It is aimed at helping all individuals become familiar with the values of a productive society to integrate these values in individual life styles. As a result, a productive career should become possible, meaningful, and satisfying for each individual........Career education also recognizes that there are some significant aspects of every man's life outside his role as an economic man...Therefore, choices involving personal life styles, personal values, and leisure time preferences are an essential part of one's career development.

(Source: Based on an official position paper on career education in Florida)

DEVELOPMENTAL ACTIVITIES:

1969 - In depth study of Vocational Education made by State Legislature including world of work and career guidance.

1970 - Legislated components of a Comprehensive Vocational Education Program for Career Development, including a redefinition of Vocational Education to include the orientation to the world of work at the Elementary Level and occupational exploration at the Junior High Level.

1971 - Established four exemplary Career Development Programs (the counties of: Dade, Duval, Escambia, and Hillsborough).

1971-1973 - Established five pilot Career Education Projects (the counties of: Orange, Pinellas, Brevard, Broward, Leon).

1972 - Career Education Task Force established.

1973 - May: first training session for designated staff career education consultants conducted;
November: first Statewide Workshop for District Directors of Career Education (Theme: Management of District Career Education Efforts).

1973 - Official Position Paper on Career Education.

State Legislature allocated $4,500,000 for Career Education.

Career Education designated a priority by the Commissioner. Each of the 67 school districts is charged with planning and implementing and evaluating career education.

1974 - $5,000,000 allocated by the State Legislature for Career Education.

Career Edcuation designated a priority by the Commissioner.

HB 3692 -- legislative provision for the funding of career education.

A career education coordinator appointed in each of the four divisions of the Department of Education.

Second and Third State-wide workshop for the District Directors of Career Education.

PLACES TO LOOK AT:

School Board of Pinellas County
Office of Career Education
City Center of Learning
3230 Ninth Avenue South
St. Petersburg, Florida 33711
Contact: Mrs. Myrtle Hunt

School Board of Orange County
Orange County Career Development Program
410 Woods Avenue
Orlando, Florida 32805
Contact: Mr. Robert Megow

Dade County Public Schools
Miami, Florida 33132
Contact: Dr. Ernest Upthegrove

Broward County Career Ed. Program
Ft. Lauderdale, Florida 33112
Contact: James Smith

Alachua County Career
Education Project
Gainesville, Florida 32601
Contact: Leonard Jackson

Palm Beach County Career
Education Program
West Palm Beach, Florida 33406
Contact: Lawrence Liss

Leon County Career Education
Tallahassee, Florida 32303
Contact: James Talley

PUBLICATIONS:

A Valuing Approach to Career Education (developed within Florida and now available from Educational Achievement Corporation, Waco Texas)

Update (career education magazine of State activities in career education; contact: Mary Ann Kidd, 314 Johnston Building, 415 N. Monroe, Tallahassee, Florida)

PROCESS Career Education: An Introduction, Romeo Massey, Career Education Curriculum Laboratory, Florida State University, Tallahassee, Florida

---

STATE COORDINATOR:

Dr. Margaret E. Ferqueron, Coordinator
Department of Education
Division of Vocational, Technical and Adult Education
Room 217 Knott Building
Tallahassee, Florida

GEORGIA

STATE DEFINITION:

"Career education is an organized comprehensive educational instructional program designed to facilitate the career development of students."

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1972.

State Plan - 1969.

Coordinator named - 1969.

Budget - 1969.

State and Regional conference for SEA personnel regarding curriculum and staff development.

Resource Guide for career education.

Brochures on career education.

Films on career education.

PLACES TO LOOK AT:

Cobb County
Marietta, Georgia
Contact: Joel Smith

DeKalb County Schools
Decatur, Georgia 30030
Contact: James Clark

Clarke County Board of Ed.
Athens, Georgia 30602
Contact: Jerry Purser

Crisp County
Cordelle, Georgia
Contact: Harvey Kitchens
Tom Wommack

Telfair County Schools
McRae, Georgia 31055
Contact: Helen Cook

Liberty County
Hinesville, Georgia
Contact: Ray Bouchillion

Clayton County Schools
Jonesboro, Georgia 30236
Contact: J.H. Broughton

PUBLICATIONS:

Career education curriculum materials available.

Career education film (30 minutes, 16mm, color); Contact: Paul Scott

---

STATE COORDINATOR:

Gene Bottoms
Department of Education, Office of Instructional Services
Room 312 State Office Building
Atlanta, Georgia 30034

HAWAII

STATE DEFINITION:

"Career development is seen as the continuing growth of an individual toward complete self and career fulfillment, achieved through a sequence of interactions and decisions in the school, home, community, and work/leisure environments. Career development is the process of growth and development of the individual into the full realization of his potential as a person with self and career identity. The individual becomes a fully functioning person through achievement of four goals:

* achieving self-realization through the development of self-understanding, personal values, goal-setting and decision-making capabilities, and an appreciation for individual differences

* being able to establish and maintain healthy social relationships at home, on the job, in the family, in the community

* being able to carry out civic responsibilities at work and in the community

* becoming economically efficient, as producer and consumer of goods and services."

(Source: A Conceptual Framework for a Career Development Continuum K-14 for Hawaii's Schools, Department of Education, December 1973)

DEVELOPMENTAL ACTIVITIES:

State Plan in the form of an official publication: A Conceptual Framework for a Career Development Continuum, K-14 for Hawaii's Schools, 1973 (also serves as a Position Statement accepted by the State Board of Education).

Legislation: No acts have been enacted but several resolutions were passed by the State Senate and House on Career Education during the 1974 session.

Budget: $100,000 was included in a supplementary budget for Fiscal Year 1975 for in-service education for career education. Nearly half a million dollars was appropriated for Fiscal Year 1971 to expand vocational education at the secondary level.

Advisory Council for Career Development Continuum - 1971.

Pre-service and inservice education: Implemented as of Fiscal Year 1972; to be increased in size and scope in Fiscal Year 1975 by the Department of Education as well as the University of Hawaii. The goal is to reach all 9000 certified personnel of the Department of Education in the next three years.

Curriculum Guide Development: Initiated in 1971; officially printed in 1974 for general distribution for four levels: K-3; 4-6; 7-9; and 10-12.

Conceptual model and guidelines: Initiated in 1971; accepted in 1973.

Brochures: (1) Printed for school level personnel in 1973; (2) another version printed for lay public in 1974; a student brochure to be developed and printed during 1974.

Films: Agriculture Related Occupations in 1974; Building Construction Occupations and Health Occupations to be ready in 1975; Office Distributive, Food Services, Mechanical, Electricity/Electronics, Technical Graphics and Personal/Public Service Occupations projected to be developed by 1976.

ETV Series: "Bread and Butterflies" to be used in Fiscal Year 1975 Statewide for grades 4-6.

Major Conferences: (1) Hawaii Practical Arts and Vocational Association State Conference for 1974 on Career Development; (2) Superintendent's State Curriculum Conference, 1974, included "Implementation of Career Development Continuum; (3) Governor's Conference, November 1974.

Inventory of Exemplary Programs: Every school will be contacted in Fiscal Year 1975 to enable the State Coordinator to prepare an inventory of all "Career Development Projects, Programs, and Activities."

PLACES TO LOOK AT:

Awareness and Exploration

Lanakila Math Project
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822
Contact: Irving King

FAST Science Program
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822
Contact: Dr. Frank Pottenger

Junior High School Math Project
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822
Contact: Dr. Nancy Whitman

Career Development, Vocational
Guidance Course
Jarrett Inter. School
1903 Palolo Avenue
Honolulu, Hawaii 96816
Contact: Richard Matsuwaka

Exploration and Preparation

Career Guidance, Resource/
Learning Center
Kaimuki High School
2705 Kaimuki Avenue
Honolulu, Hawaii 96816
Contact: Herbert Imanaka

Pre-Industrial Preparation Program,
Vocational-Technical Education
Konawaena High School
P.O. Box 698
Kaelakekua, Hawaii 96750
Contact: Ichiro Shikada

Occupational Skills Program
Vocational-Technical Education
Kailua High School
451 Ulumanu Drive
Kailua, Hawaii 96734
Contact: Jack Wilkerson

Ontroduction to Vocations Program
Vocational-Technical Education
Kaimuki High School
2705 Kaimuki Avenue
Honolulu, Hawaii 96816
Contact: Herbert Imanaka

PUBLICATIONS:

A Conceptual Framework for a Career Development Continuum K-14 for Hawaii's Schools

Hawaii Career Development Continuum Curriculum Guide K-3

Hawaii Career Development Continuum Curriculum Guide 4-6

Hawaii Career Development Continuum Curriculum Guide 7-9

Hawaii Career Development Continuum Curriculum Guide 10-12

Guidance Curriculum Guide -- Career Development Grade 9

STATE COORDINATOR:

Mrs. Emiko I. Kudo, Administrator
Vocational-Technical Education
Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Mr. Wah Jim Lee, Administrator
Student Affairs Section
Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

IDAHO

STATE DEFINITION:

Career Education is a part of the comprehensive education program combining the academic world and the world of work. It must be a part of the education program at all levels from kindergarten through the university and on through life. A complete program of Career Education includes awareness of the world of work, exploration of occupations, and career preparation for all students. To accomplish this the basic educational subjects should incorporate career education as a major activity throughout the curriculum.

(Source: Based on State Board Policy and adopted in February 1973)

DEVELOPMENTAL ACTIVITIES:

The State Board of Education established a policy and guidelines for integrating career education into a comprehensive educational program for the State of Idaho in February 1973.

While Idaho has no State Plan at the present time, it is engaged in an effort to develop such a plan. This effort started in the summer of 1974.

Several school districts have taken the initiative of establishing career education within their districts. Some have done so with local funds, others through Vocational Education and Title III ESEA funds.

Pilot program for demonstrating occupational and career awareness has begun in the Nampa, Idaho School District.

PLACES TO LOOK AT:

Canyon-Owyhee School Service
Route 8, Box 207
Caldwell, Idaho
Contact: Floyd Merrill

Boise School District
1207 Fort Street
Boise, Idaho
Contact: George King

Potlatch School District
Potlatch, Idaho
Contact: Gerald Stutz

Snake River School District
Route No. 2, Box 249-A
Blackfoot, Idaho
Contact: Bert Nixon

Fremont County School District
147 N. 2nd Street
Anthony, Idaho
Contact: Robert Charlton

Nampa High School
203 Lake Lowell Avenue
Nampa, Idaho
Contact: Dale Thornsberry

PUBLICATIONS:

"Guidelines for Integrating Career Education into a Comprehensive Educational Program for the State of Idaho"

STATE COORDINATOR:

A.D. Luke
Program Administrator, Instructional Improvement
State Department of Education
Len B. Jordan Building
Boise, Idaho 83720

ILLINOIS

STATE DEFINITION:

"Career education is the term denoting the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood, and orients the entire education plan into one, unified, career-based system."

(Source: this definition has been developed by one agency section. In an effort to present a unified thrust to the career education movement in Illinois, a new definition is being developed with all OSPI agencies involved. This definition will be forthcoming in the next few months.)

DEVELOPMENTAL ACTIVITIES:

Career education projects have been funded through various agencies such as Pupil Personnel Services, Department of Vocational and Technical Education, and Special Education. The main emphasis for the 1974-1975 year is one of unification of the Statewide career education effort.

The following are activities in progress this year:

* Career Education Specialist named: Carol Reisinger
* State Career Education Advisory Committee named
* State definition developed
* State Position Paper
* Policy Statement
* State Implementation Guidelines
* State Curriculum Guidelines
* State Plan for funding

There have been three career education assessments ongoing in the State. The Department of Vocational and Technical Education in conjunction with Tadlock Associates of Palo Alto, California, will be completing a State-wide career education assessment in the State of Illinois. Dr. Thomas Springer of the Division of Planning and Development is compiling a Statewide assessment. Dr. Michael Bakalis, in his National Education Week survey, has tallied some seven thousand responses to questions concerning career education in the State of Illinois.

PLACES TO LOOK AT:

Title III, ESEA Funded

Meridian Community Unit District
No. 101
415 North Blanche
Mounds, Illinois 62964
Contact: Mr. Robert Komorech

Arbor Park School District 145
6141 Kimberly Drive
Tinley Park, Illinois 60477
Contact: Mr. James Jones

Programs on a Local Level

LeRoy High School
505 East Center Street
LeRoy, Illinois 61752
Contact: Barbara Core

Waukegan Schools
Administration Center
1020 Glen Rock Avenue
Waukegan, Illinois 60085
Contact: Dr. Frank Kapra

Quincy Public School
District 172
1444 Main Street
Quincy, Illinois 62301
Contact: Dr. Joe B. Bocke

Belleville Community School
District 118
105 West "A" Street
Belleville, Illinois 62221
Contact: Mr. Norman Rawson

Cairo School District 1
2403 Walnut
Cairo, Illinois 62914
Contact: Mr. Duane Webb

Edinburg Community Unit
District 4
Martin and Campbell
Edinburg, Illinois 62531
Contact: Ms. Mary Reed

Washington School
1010 N. Broadway
Urbana, Illinois 61801
Contact: Dr. Edward Cieniawski

Mr. LeRoy Williams
1000 Primm Road
Lincoln, Illinois 62656

Ms. Louise Giesecke
1020 South Spring Street
Springfield, Illinois
(project for exceptional
children)

Hillsboro Schools
Assistant Superintendent
Administration Center
522 East Tremont
Hillsboro, Illinois 62049
Contact: Mr. Dale Stretch

Niles Elementary Schools
Administration Center
6935 Touhy Avenue
Niles, Illinois 60648

Thornton Public School
Administration Center
200 Wolcott Street
Thornton, Illinois 60476
Contact: Sandra Bode

PUBLICATIONS:

(None listed by State at this time)

STATE COORDINATOR:

Ms. Carol Reisinger
Career Education Specialist
316 South Street
Springfield, Illinois 62706

INDIANA

STATE DEFINITION:

1. Career education is a comprehensive educational program focused on careers, which enhances rather than supplants public school educational programs.

2. Career education is not synonymous with vocational education, but vocational education is an integral part of career education.

3. Career education utilizes all resources in a school community, including business and industry, and emphasizes career placement services.

4. Career education will eliminate the artificial separation between "things academic and things vocational."

5. Career education is a continuum that begins at kindergarten and extends throughout employment.

6. Career education assures realistic occupational choices when the individual is prepared to make that decision, and it allows for freedom of occupational choice at any level.

7. Career education is organized in a pyramid approach, moving from the general to the more specific.

8. Career education permits each student to assess realistically his personal attributes as a part of setting his life goals.

9. Career education focuses on the total development of each individual encompassing a development of self-awareness, an appreciation for the world of work, and a development of planning and decision-making skills.

10. Career education can provide an accountability to society for our educational system.

Model programs involve educators and school personnel in all subject areas and levels of employment. Whether career education will remain a concept or become a fact in Indiana depends on Indiana's educators.

(Source: Operational definition by Don K. Gentry and Jerry Kesier, Hoosier Schoolmaster, State of Indiana, Department of Public Instruction, Vol. 12, #4, April 1973.)

DEVELOPMENTAL ACTIVITIES:

Coordinator named - 1970.

Superintendent's Conference on Career Education - Fall 1970.

Conceptual model, "Career Education is Total Education," developed and disseminated - 1971.

Indiana Career Resource Center refunded with primary emphasis re-directed to providing career education inservice function Statewide - 1971 (presently continuing).

Three major conferences: Department of Public Instruction and Indiana Career Resource Center co-sponsored 3-day conference in April 1972 (South Bend); Dept. of Public Instruction and Indiana Career Resource Center co-sponsored 2-day conference in January 1973 (Nashville) involving 30 teams from all regions of the State; Sharing conference in Spring 1973, 1974, involving representatives from all pilot projects.

Southern Careers Resource Center started in fall 1973 to serve the in-service career education needs of 19 counties in Southwest Indiana (presently continuing).

Indiana University and Ball State University counselor education projects funded to strengthen the career development aspects of pre-service counselor training - 1974.

Indiana Career Resource Center Mobile Training Unit (functional since 1973) displayed at USOE, Washington, D.C. containing Indiana's career education project resources, summer 1974.

PLACES TO LOOK AT:

Comprehensive Kindergarten - Twelfth Grade Projects

Elkhart Career Education Program
2424 California Road
Elkhart, Indiana 46514
Contact: Richard Morrison

New Albany-Floyd County Consolidated School Corporation
Career Resource Center
511 W. Spring Street
New Albany, Indiana 47150
Contact: James Williams

Small Projects
(Pilot)

Tri-Creek School Corporation
212 E. Commercial Avenue
Lowell, Indiana 46356
Contact: Stan Hurst

Shelbyville Central Schools
54 W. Broadway
Shelbyville, Indiana 46176
Contact: Elwood Thomas

Evansville-Vanderburgh
School Corporation
1 Southeast 9th Street
Evansville, Indiana 47708
Contact: Robert Ahrens

Griffith Public Schools
132 N. Broad Street
Griffith, Indiana 46319
Contact: Tom Sfura

Lebanon Community School
Corporation
404 N, Meridian Street
Lebanon, Indiana 46052
Contact: Denny Hesslar

Lakeland Community School Corp.
P.O. Box 638
Syracuse, Indiana 46567
Contact: John Naab

Monroe County Community
School Corporation
315 North Drive
Bloomington, Indiana 47401
Contact: Jim Wade

Warsaw Community Schools
E. Main Street
Warsaw, Indiana 46580
Contact: Donald Lozier

Benton Community Schools
P.O. Box 512
Fowler, Indiana 47944
Contact: Bob Brown

Clarksville Community Schools
200 E. Ellels Lane
Clarksville, Indiana 47130
Contact: Doris Miller

Special Projects

Indiana Career Resource Center
1205 South Greenlawn Avenue
South Bend, Indiana 46615
Contact: Gerald Dudley

Careers Resource Project
511 4th Street
Huntingburg, Indiana 46541
Contact: Joe Roth

PUBLICATIONS:

Keiser, Jerry, and Elizabeth Wampler (eds.) Career Education Curriculum Guide, Indiana Department of Public Instruction, 1974 (note: Guide was piloted one year and revised before publication)

Wampler, Elizabeth, The Counselor and Career Education, Indiana Department of Public Instruction, 1973 (monograph)

Indiana Career Resource Center, Resources for Career Development, in Research in Education, Vol. 8, #12, Dec 1973 (ED 079621)

Indiana Career Resource Center, Resources for Career Development: An Annotated Bibliography, Indiana Career Resource Center, South Bend, Fall 1974.

Huntsberger, Steve et al, An Evaluation of the Indiana Career Resource Center, Research and Evaluation Report Series in Research in Education, Vol. 8, #5, May 1973 (ED 070982).

Career Education Series Films:

A Total Community Approach to Career Education, 11 minutes, 16 mm, color optical sound, 1972 ("A documentary on the development of a career resource center.")

Dawn to Dusk - Part I, 18 minutes, 16mm color, optical sound, 1974. ("Visual experiences of career education at the elementary school level.")

Dawn to Dusk - Part II, 18 minutes, 16mm color, optical sound, 1974. ("Visual experiences of career education at the middle and secondary school level")

(Film information available from the Indiana Department of Public Instruction, Vocational Education Division)

Career Digest, a periodical newsletter of the Indiana Career Resource Center, South Bend, from 1969 to present.

Career Expressions, a periodical newsletter of the Careers Resource Project, Huntingburg, from 1974 to present.

STATE COORDINATOR:

Jerry C. Keiser
Division of Vocational Education
120 W. Market Street, 16th Floor
Indianapolis, Indiana 46204

Elizabeth Wampler
Division of Pupil Personnel Services
120 W. Market Street, 16th Floor
Indianapolis, Indiana 46204

IOWA

STATE DEFINITION:

"Career Education is the sequence of career development experiences, beginning in early childhood and continuing through adult life, that prepares individuals for present and future career opportunities.

These experiences are offered through various programs, services, and activities which are designed and implemented to assist youth and adults develop occupational competencies and attitudes which facilitate employment and/or advancement in an occupation which will result in meaningful career development."

(Source: Iowa Department of Public Instruction, 1971)

"Essential elements in career education shall include but not be limited to:

1. Awareness of self in relation to others and the need of society.
2. Exploration of employment opportunities and experiences in personal decision making.
3. Experiences which will help students to integrate work values and work skills into their lives."

(Source: Chapter 280 - Iowa Code)

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1969.

State Plan - 1970.

Director of Career Education - 1969.

Legislation passed in 1972 requiring local districts to incorporate career education; effective July 1, 1973.

Advisory Council for Career Education - 1971.

Unified Career Education Conference for dissemination of career education concept to vocational education personnel - 1971-1972.

Higher Education Seminar for trainers of teachers: 28 four-year colleges - 1973.

12 Needs Assessments conducted by March 1973; 3 in process.

Jointly-administered career education programs and services involving local educational agencies and area schools.

Industrial arts curriculum guide incorporating career education goals and industrial/technical goals.

Restructure to incorporate vocational education into career education - since 1968.

PLACES TO LOOK AT:

Iowa Central Community College
Fort Dodge, Iowa
Contact: Carl Larson

Des Moines Community School
Des Moines, Iowa
Contact: Richard Gabriel

Pottawattamie County
Council Bluffs, Iowa
Contact: Calvin Bones

Humboldt Community School District
Humboldt, Iowa
Contact: Wesley Carlson

Marshalltown Community School
Marshalltown, Iowa
Contact: Richard Doyle

Des Moines Area Community College
Des Moines, Iowa
Contact: Dennis Kreibel

Clinton Community School District
Clinton, Iowa
Contact: Dave Maxwell

Project Discovery
Red Oak, Iowa
Contact: Ray Baston

Career Information System of Iowa
Department of Public Instruction
Contact: Erik Erikson

School Without Walls
Newton Community School District
Newton, Iowa
Contact: Harold Berryhill

Iowa Project (Iowa State University) - 9 pilot programs, K-12
Contact: Alan Kahler

Implementing Career Education Through Staff Development
Mason City School District

PUBLICATIONS:

Directory of Selected Iowa Career Education Offerings

Models for Career Education in Iowa (Series)

A. Self-Awareness and Classroom Activities
B. Career Development Model and Explanation
C. Implementing Career Education in the School Curriculum
D. Selected Occupations by Clusters for Use in Elementary Schools
E. Information Centers in Career Education
F. Goals and Objectives for Implementation of Career Education in Grade 7-12 (Mason City Community School District)
G. Kindergarten - Grade 6 (Staff Development - Career Curriculum Project

Vocational Assessment System

Planning for Career Education Programs - Guidelines for Local Planners

Iowa Priority Program Areas Requiring Specialized Training of Less than Baccalaureate Degree

Project Discovery - A New Concept in Career Education

Models for Career Education in Iowa (Series of Publication on Microfiche)

18 other publications are in process.

STATE COORDINATOR:

Mr. W.O. Schuermann
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

KANSAS

STATE DEFIN

"Career Education is a term which describes a new focus for education. It provides a point of departure for organizing educational experiences for all individuals to meet his or her needs for career development.

Career education is not another name for vocational education or for academic education, but integrates both. It does not replace traditional subjects nor should it be considered as a separate subject. It is intended that educational personnel at every level should integrate and emphasize the four areas of self, work, leisure, and resources in their programs. The content of career education has the potential to serve as their program organizer.

Although career education is a new term, it does have an evolutionary history. Many concepts presently embodied in career education have been advocated previously at some point in American education. Career education is a synthesis of ideas which have historical perspective but focus on the future."

(Source: The Kansas Guide for Career Education)

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1973.

Guide adopted - 1973.

State Plan being developed by Commissioner's task force composed of parents, school administrators, colleges, area vocational schools, business, industry, State Dept. Staff, and the Governor's office.

Coordinator appointed - 1973.

A new position of Career Education specialist was created by the 1974 Legislature which will be established in the Division of Development of the State Department of Education. 1974 Legislature also approved a resolution on Career Education which is designed to: direct the State Board of Education to encourage, support, and promote career education programs in Kansas school districts and directing the state board of regents to emphasize career awareness in teacher preparation programs.

Needs assessment studies: conducted Novemebr 1072 by surveying school administrators.

PLACES TO LOOK AT:

Kansas City Unified Schools
Kansas City, Kansas 66101
Contact: Bertram Caruthers

Central Kansas Consortium
Newton, Kansas 67114
Contact: Mary Kosier

Emporia Unified Schools
Emporia, Kansas 66801
Contact: Harold Poertner

Dodge City Unified Schools
Dodge City, Kansas 67081
Contact: Ray Piper

Lawrence Unified Schools
Lawrence, Kansas 66044
Contact: Mary Ashby

Hill City Consortium
Hill City, Kansas 67642
Contact: Veotta Norton

Wichita Unified Schools
Wichita, Kansas 67202
Contact: Lawrence Bechtold

Pittsburg Unified Schools
Pittsburg, Kansas 66762
Contact: David Huffman

Liberal Unified Schools
Liberal, Kansas 67901
Contact: Deanne Coward

"ACTION Project"
Moran Unified Schools
Moran, Kansas 66755
Contact: Harold Norris

Clay Center Unified Schools
Clay Center, Kansas 67432
Contact: Dean Oberhelman

Beloit Area Project
Beloit Area Vocational School
Beloit, Kansas 67420
Contact: Bob Severance

Garden City Unified Schools
Garden City, Kansas 67846
Contact: Bill Saunders

(Urban, suburban, and rural project evaluation (3 years).
Emporia-Pittsburg Exemplary Program Evaluation (1 year).
Contact: Dr. Frank Jacobs, State Advisory Council for
Vocational Education, 120 East 10th, Topeka, Kansas)

PUBLICATIONS:

"Within Reach:Career Education in Kansas"

"School Adminstrators Planning Manual for Career Education"

"The Kansas Guide for Career Education, K-Adult"

"Career Education for Every Kansan"(brochure)

"Position Paper on Career Education"

STATE COORDINATOR:

Dr. Welcome Rumbaugh
Career Education Coordinator
State Department of Education
120 East 10th Street
Topeka, Kansas 66612

KENTUCKY

STATE DEFINITION:

Career Education for Kentucky is defined as the "developmental process that is woven threadlike throughout comprehensive education in such a way that all educational experiences relating to career preparation are synthesized so that an individual obtains naturalization of psychomotor skills, characterization of values, and cognitive decision-making capabilities that are necessary for productive employment and responsible membership in society."

(Source: Draft, unofficial Position Paper)

DEVELOPMENTAL ACTIVITIES:

Needs assessments: Kentucky Educational Needs Assessment Study of September 1970; Kentucky Assessment Program of 1974 (used the Assessment of Career Development instrument in a random sample of eighth graders throughout Kentucky)

Throughout the initial thrust and development of career education (1969-1974) in Kentucky, the State's efforts were guided by the Kentucky Career Education Policy Committee and the Kentucky Career Education Technical Committee, both a cross-section of bureaus which make up the Kentucky Department of Education.

Major Conferences: 15 major conferences have been held between 1971 and 1974 for State and local personnel.

A unique dissemination effort through the model program at Bowling Green provided material and personnel development for all local educational agencies.

The Bureau of Vocational Education has funded two regional approaches to implement career education: Kentucky Vocational Region 3 (12 LEAs) and Kentucky Vocational Region 12 (13 LEAs).

The Bureau of Vocational Education supports the development of the Statewide VIEW system which is part of the Statewide occupational information system.

Establishment and expansion of the Practical Arts Unit in the Bureau of Vocational Education.

With the nearly completed field testing of the "Developmental Career Guidance Model," the Division of Guidance has given much direction to career development efforts of school personnel.

Title III, ESEA has supported a variety of programs and projects.

The State office of Equal Educational Opportunties establishes a career education priority, financial assistance, and technical assistance for those school districts participating in their program.

With the establishment of the Curriculum Development Center, Bureau of Vocational Education, a personnel staff (reflecting U.S.O.E.'s 15 clusters) has been involved in many multi-district inservice and materials development efforts.

State and the regional institutions of higher education will participate in pre-service career education courses and programs.

The "Career Information System" through the Appalachian Educational Laboratory has one of its field-testing sites in Bardstown, Kentucky.

Resource Coordination Center at the University of Kentucky for the Appalachian Applied Technology Satellite Project. The objective of this effort is to develop a televised course in career education for teachers and students in grades 1-6 for broadcast via the satellite to Appalachian States.

Numerous materials have been developed by individual projects. The "Applied Technology Satellite Project" has developed 16 taped sessions (12 one-half hour canned programs and 4 seminar programs) for elementary career education efforts. Also, there will be live seminars with a 2-way communications system for the secondary level.

PLACES TO LOOK AT:

Brown Education Center
Louisville, Kentucky 40202
Contact: Ms. Barbara Preli

Henderson County Middle School
Henderson, Kentucky 42420
Contact: Mr. Curtis Sanders

Newport Independent School
District
Eighth and Washington
Newport, Kentucky 41071
Contact: Dr. Tom Gabbard

Bardstown High School
Bardstown, Kentucky 40004
Contact: Mr. Larry Carrico

Center for Career and
Vocational Education
Western Kentucky University
Bowling Green, Kentucky 42101
Contact: Dr. Norm Ehresman

Career Education
1801 Rockingham Drive
Bowling Green, Kentucky 41701
Contact: Dr. Owen Collins

Career Education in Fayette
County
400 Lafayette Parkway
Lexington, Kentucky 40503
Contact: Dr. John Jenkins

Woodford County Schools
131 Maple Street
Versailles, Kentucky 40383
Contact: Dr. Joe Gormley

Pikeville City Schools
Fourth Street
Pikeville, Kentucky 41501
Contact: Mr. Charles Spears

Clay County School District
P.O. Box 246
Manchester, Kentucky 40962
Contact: Mrs. Mallie Bledsoe

College of Education
Western Kentucky University
Bowling Green, Kentucky 42101
Contact: Dr. Wayne Ashley

Applied Technology Satellite
Project
107 Taylor Education Building
University of Kentucky
Lexington, Kentucky 40506
Contact: Dr. David Larimore

Curriculum Development Center
151 Taylor Building
University of Kentucky
Lexington, Kentucky 40506
Contact: Dr. Herbert Bruce

Daviess County School Dist.
Box 1510
Owensboro, Kentucky 42301
Contact: Ms. Van Hooks

Hancock County Schools
Hawesville, Kentucky 42348
Contact: Mr. Bill Buck

PUBLICATIONS:

A five document series from the Kentucky Bureau of Vocational Education, Curriculum Development Center, includes:

"Comprehensive Career Education"

"Implementing Career Education - Procedures and Techniques"

"Career Awareness - Suggestions for Teachers"

"Career Exploration - Suggestions for Teachers"

"Career Preparation - Suggestions for Teachers"

The "Kentucky Career Exploration Teacher Guides," also through the Curriculum Development Center, includes individual teacher guides for the occupational cluster areas of: agribusiness, business and office, communication and media, construction, consumer homemaking and related occupations, fine arts and humanities, health, marketing, natural resources and environment, transportation, and orientation to the world of work.

"Career Education Manual"

"Learning Concepts in Career Development"

"Developmental Career Guidance Model" (soon to be completed)

STATE COORDINATOR:

Dr. Carl Lamar
Assistant Superintendent for
Vocational Education
Department of Education
Capitol Plaza Tower
Frankfort, Kentucky 40601

LOUISIANA

STATE DEFINITION:

" ... fundamentally a student-oriented process geared toward the acquisition of skills by students to strengthen their ability to lead meaningful, satisfying, and economically rewarding lives; and guarantees to every student the opportunity to discover, decide, and develop his own way of life."

(Source: The Louisiana Plan for Career Education, Pamphlet No. 106)

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1973.

Position Statement - 1973.

State Plan - 1973.

Coordinator named - 1973.

Budget: 1973-1974 -- $8,000,000
1974-1975 -- $6,000,000

Legislation: passed in 1973.

Competency-based teacher education programs in 6 universities.

8 inservice workshops and leadership training sessions on regional sites to serve 66 Parishes - 1973.

Curriculum guides in subject areas prepared.

State-wide career education assessment planned in 1975-1976.

PLACES TO LOOK AT:

East Baton Rouge: Developmental Career Education Program cosponsored with community established Regional Career Information Center; Baton Rouge, Louisiana; Contact: Thomas Miller.

Lafayette Parish Schools
Lafayette, Louisiana 70501
Contact: Harold Hollier

Richland Parish Schools
Rayville, Louisiana 71269
Contact: Anna Lois Ham

Calcasieu Parish Schools
Lake Charles, Louisiana 70601
Contact: Douglas Chance

LaFourche Parish Schools
Thibodeaux, Louisiana
Contact: Edmond Cappiel

PUBLICATIONS:

"State Plan for Career Education"

"Handbook for School Administrators - Bulletin 741"

"Needs Assessment for Career Education"

"Windows for Tomorrow" - 35 min. color film - 1974

STATE COORDINATOR: Dr. Robert Wicker
Director, Career Education
P.O. Box 44064 Capitol Station
Baton Rouge, Louisiana 70804

MAINE

STATE DEFINITION:

Career Education is a comprehensive curriculum effort in grades K-12 that involves infusion of career-oriented activities and experiences in the school with the aid of the school staff, parents, community leaders, and students.

(Source: Curriculum Guide K-12, Bureau of Vocational Education, State Department of Education, 1973)

DEVELOPMENTAL ACTIVITIES:

Career Education Consultant apointed June 1974.

Materials being collected for compilation of existing programs around the State.

State Plan with time frame in initial stages.

Consultant is available for workshops or other assistance in developing programs.

Curriculum guide and brochures developed.

PLACES TO LOOK AT:

South Portland High School
South Portland, Maine 04106
Contact: Fred Friese

Hampden Academy
Hampden, Maine 04444
Contact: Glenna Atwood

S.A.D.#9 Farmington
Farmington, Maine 04398
Contact: Marshall Thombs

Project GIVE
Cumberland Center, Maine
c/o Supt. of Schools
Contact: Roy Bagley

Lewiston Project NOW
Lewiston, Maine 04240
Contact: Ken Jordan
Lewiston High School

Mt. Ararat
Topsham, Maine 04086
Contact: Ken Gray

Fort Fairfield High School
Contact: Ronald Wilette

Dr. Charles W. Ryan
College of Education
114 Shibles Hall
University of Maine
Orono, Maine 04473

PUBLICATIONS:

None available at this time.

STATE COORDINATOR:

Marion Bagley
Consultant, Career Education
Bureau of Vocational Education
Augusta, Maine 04330

MARYLAND

STATE DEFINITION:

"Career education is generally defined as the coordinated effort of the school and the community to assist all individuals in preparing for the lifelong series of purposeful education and work experiences usually referred to as one's career."

(Source: Career Education: A Priority of Education in Maryland; a more extensive, operational definition is included in Maryland's Five Year Plan.)

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1971.

Career Education Task Force established 1972 - developed Five Year Plan for 1977 completion; (contact: E. Niel Carey).

Conducted 16 regional conferences nationally for U.S.O.E. - 1971-1972.

Task Force named to implement Five Year Plan.

Governor's Conference on Career Education followed by State Department of Education Conference - 1972.

State funds - $3,000,000 (as a part of the general aid to education).

Personnel from 22 of the State's 24 districts have participated in leadership training workshops operated by State career education personnel.

Approximately 20 percent of the students in the State are involved in career education programs or activities.

PLACES TO LOOK AT:

Baltimore County Board of Education
6901 North Charles Street
Greenwood, Towson, Maryland
Contact: Mrs. Thelma Daley

Montgomery County Board of Education
850 Hungerford Drive
Rockville, Maryland 20850
Contact: Dr. Paul Manchak or Dr. Daryl Laramore

St. Mary's County Board of Education
P.O. Box 343
Leonardtown, Maryland 20650
Contact: Mr. Nick Vukmer

Western Maryland Career Education Program
Washington County Board of Education
Commonwealth Avenue
Hagerstown, Maryland 21740
Contact: Mr. James Wilson

Anne Arundel County Board of Education
27 Chinquapin Round Road
Annaplois, Maryland 21401
Contact: Mr. Robert Jervis

Prince George's County Board of Education
Upper Marlboro, Maryland 20870
Contact: Dr. Ed Crawford or Dr. Lee Bowen

PUBLICATIONS:

"Career Education: Five Year Action Plan," 1972.

"Career Education Through Industrial Arts"

"The Many Languages of Career Education"

"Career Education: A Priority of Education in Maryland"

"Maryland Career Education Resource Notebook"

STATE COORDINATOR:

E. Niel Carey, Chairman
Career Education Task Force
Maryland State Department of Education
P.O. Box 8717
Baltimore, Maryland 21240

MASSACHUSETTS

STATE DEFINITION:

"Career development is a lifelong formal and informal education process which successfully blends personal development with occupational skills, knowledges, and attitudes so that occupational competencies are both satisfying and productive."

(Source: operational definition with non-legal basis)

DEVELOPMENTAL ACTIVITIES:

State Board Position - 1973.

State Plan - 1973.

Coordinator named - 1972.

Task Force of Vocational Education Schools and 2-year post-secondary schools.

Legislation being considered.

Occupational competence made a mjaor State-wide priority in Fiscal Year 1974.

PLACES TO LOOK AT:

Project CAREER
Randolph, Massachusetts
Contact: Micheel Doherty

Harwich Public Schools
Contact: John Filler

Attleboro Public Schools
Contact: Barbara Churchill

Northampton Public Schools
Contact: Carl Thor

Rockland Public Schools
Contact: Robert Levine

Springfield Public Schools
Contact: Norman Halls

PUBLICATIONS:

"Project CAREER"

STATE COORDINATOR:

Mr. Vincent Lamo
Director, Project CAREER
301 N. Main Street
Randolph, Massachusetts 02368

MICHIGAN

STATE DEFINITION:

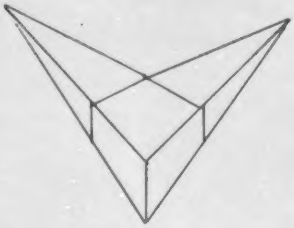
Career Education is the system which delivers the skills and knowledges people need to explore, understand, and perform their various life roles -- as student, worker, family member, and citizen.

Career Development

- Self Awareness and Assessment
- Career Awareness and Exploration
- Career Decision Making
- Career Planning and Placement

Career Preparation

- Academic Education
- Vocational Education
- Technical Education



An Integrated Approach

Career Preparation represents the existing academic and vocational-technical education.

Career Development represents those concepts - self awareness, career exploration, career decision making and planning - which will be infused systematically into the existing curriculum.

DEVELOPMENTAL ACTIVITIES:

Part C funds disseminated to Michigan Department of Education are providing the resources necessary to plan, develop, test, revise, and disseminate Michigan's Career Education Model.

Public Act 97 - This Career Education Act promotes the planning and development of career education programs by creating:

- a State Career Education Advisory Commission
- Local career education planning district councils

and prescribes power and duties of various State agencies in the career education effort.

Career Education Advisory Commission - Its 20 members (1/2 of which represent the education profession) evaluate current State, regional, and local efforts toward career education and recommend to the State Board guidelines, goals, and objectives for a comprehensive career education program.

Locally Initiated and Supported Career Edcuation Efforts - Some of the most outstanding contributions to Michigan's career education effort have been work done in local school districts without the benefit of massive funding.

Funded Local Career Education Projects - Many local and intermediate personnel are active in the career education movement and are involved with the development, testing, revision, and dissemination of various segments of the Michigan Career Education model.

Career Education Consortium - Michigan Department of Education staff and eight leading colleges and universities in Michigan form a consortium whose mission is to help local schools meet their staff development needs in planning and implementing career education.

PLACES TO LOOK AT:

Calhoun Intermediate Career
Education Project, K-12
Marshall, Michigan
Contact: Mr. Douglas Waggott

Coloma Community Schools
Coloma, Michigan 49038
Contact: Mr. Gerald E. Geik

Menominee Michigan
1501-15th Avenue
Contact: Mr. Jay Mathison

Royal Oak Public Schools
Royal Oak, Michigan 48073
Contact: Mrs. Irene Mann

City of Pontiac
Oakland County Intermediate
School District
Pontiac, Michigan 48053
Contact: Judy Battenschlag

City of Saginaw
Saginaw School District
Saginaw, Michigan 48607
Contact: Mr. Ray Tortora

Kent Intermediate School
District
2650 E. Beltline, S.E.
Grand Rapids, Michigan 49506
Contact: Bill Harrison

PUBLICATIONS:

"A Reference Guide: Career Development Goals and Performance Indicators" - explains the career development concept in terms of goals and student outcome statements.

"Curriculum Workshop Package" - is an inservice program designed for counselors, teachers, and administrators.

"Career Guidance Process Guide" - organizes guidance teams to plan, develop, and implement a career guidance program based on career development goals and objectives.

"Handbook for Implementation" - facilitates local staff organizing to plan, implement, and operate a career education program.

"Career Exploration Program" - is an experience-based program incorporated into existing curriculum to provide students with broad based exploration experiences.

"Handbook for Placement Programs" - helps administrators, placement coordinators, teachers, and advisory committees plan, organize, and implement a comprehensive placement program.

"Career Education Resource Guide" - is an annotated bibliography of instructional and guidance resources organized according to career development goals, subject area, and grade level.

"Ideas for Activities" - is a catalogue of instructional and guidance activities based on career development goals, performance indicators, and grade level.

STATE COORDINATOR:

Mr. William Weisgerber, Supervisor
Michigan Department of Education
Career Development Unit
Box 928
Lansing, Michigan 48902

MINNESOTA

STATE DEFINITION:

"Career education is an integral part of education. It provides purposefully planned and meaningfully taught experiences, for all persons, which contribute to self-development as it relates to various career patterns. Career education takes place at the preschool and elementary, junior high and senior high, post-secondary, and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision making relative to additional education, preparation for career proficiency and/or specialized occupations and understanding the interrelationships between a career and one's life style."

(Source: Position Paper on Career Education, May 2, 1972)

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1972.

State Plan: Minnesota does not have a State Plan but is making plans to develop one in the near future.

Needs assessment: In the Spring of 1973, a career education survey was done. In January 1974 stages 2,3, and 4 of a career education survey were done in cooperation with a number of people.

Task Force: September 6, 1973 a departmental career education task force was appointed by the Commissioner of Education. Chairman: Dr. Floyd Keller.

Conferences: Between October 2-November 2, 1973, eight regional workshops were held on career education. October 5, 1973 - a State-wide conference on the use of the Resource Guide on Career Development in the Senior High School. Schools sent teams made up of counselors, principals, and teachers to this conference. Each school was reuired to develop a school plan on career education.

Major programs: Eight exemplary projects under Part C were funded by the State Department.

PLACES TO LOOK AT:

Robbinsdale
4148 Winnetka Avenue
N. Minneapolis, Minnesota
Contact: Dr. Cliff Helling

Roseville
Parview Jr. High
701 W. Co. Rd.B
St. Paul, Minnesota 55113
Contact: Dr. Arland Benson

St. Paul Park
8040 80th Street S.
Cottage Grove, Minnesota
Contact: Mr. Rod Hale

North St. Paul
2055 E. Larpenteur
St. Paul, Minnesota 55109
Contact: George Von Drasek

Owatonna
333 E. School Street
Owatonna, Minnesota 55060
Contact: Mr. Al Barber

PUBLICATIONS:

"Career Awareness"(Grades 1-6), 1973 - teacher guide

"Career Development Resource Materials K-6,"1972 - bibliography of library materials on career development, elementary levels.

"Career Development Through Industrial Education Experiences," 1974 - a career education learning opportunities guide for the junior high school (by F.Marion Asche and W.Wesley Tennyson)

"Career Education in the Elementary School,"1973, by Kleve, Mi-Miller, and Kerlan.

"A Resource Guide for Career Development in the Junior High School," 1972, by Arland Benson.

"A Resource Guide for Career Development in the Senior High School," 1973, by Arland Benson.

STATE COORDINATOR:

Jules Kerlan
Consultant
Minnesota Department of Education
684 Capitol Square Building
St. Paul, Minnesota 55101

MISSISSIPPI

STATE DEFINITION:

Ideally, career education is a process by which individuals become aware of their own interests and abilities; learn about career opportunities; explore career characteristics, possibilities, and the resulting life styles; become aware of the employment process; develop decision-making skills for determining career choices; prepare for and enter a career field. This process may occur early or late in life and may happen more than once; it may take place within or outside the school setting.

(Source: operational definition; the above definition is not based in legislation nor is it endorsed by the State Department of Education)

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1972.

Position Statement - 1972.

Coordinator named - 1972.

Career Education Council appointed by State Superintendent of Education in May 1973. Five members representing the Divisions of Instruction, Vocational Education, and Rehabilitation comprise the Council. The Directors of Vocational Education and the Division of Instruction serve as ex officio members. The Council serves in an advisory role.

All local superintendents of education in Mississippi attended the first State-wide career education conference in June 1974. Others invited to attend included members of education committees in the State legislature, junior college presidents, senior college and university education department heads, and the State staff.

Another step in the promotion of career education was the development of a special dissemination project: Building a Base for the Career Education Concept in Mississippi Through Dissemination and/or Diffusion of Pilot Project Findings at the Local, State and National Levels.

PLACES TO LOOK AT:

Currently the Office of Research, Curricula and Teacher Education is monitoring the following projects:

Project	School Systems
Northeast Mississippi Career Education Opportunities Program	Corinth MSSD Tishomingo County Alcorn County
Research and Development Project in Career Education	McComb MSSD Winona MSSD Louisville MSSD

An Urban Career Education Project in the Mississippi Delta	Greenville MSSD P.O.Box 749, Greenville, MS. Contact: John Swanson
A Career Education Project on the Mississippi Gulf Cost	Moss Point MSSD P.O.Box 727, Moss Point, MS. Contact: George E. Leggett
Implementation of the Career Education Concept in a Six-County Area of the Appalachian Region	Chickasaw County Houston MSSD Okolona MSSD Itawamba Lee County Nettleton LCSD Tupelo MSSD Aberdeen MSSD Amory MSSD Monroe County Pontotoc County Pontotoc MSSD New Albany MSSD Union County

---

PUBLICATIONS:

A Career Education Model K-12

Career Education: A Four Phase Process

Career Education: A Sound Concept

Career Education in Mississippi

STATE COORDINATOR:

Mr. J.H. McMinn, Coordinator
Office of Research, Curricula and Teacher Education
Vocational Division
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205

MISSOURI

STATE DEFINITION:

"Career Education is organized subject matter and related learning experiences, integrated into the total educational effort, which emphasizes awareness, orientation, exploration of occupations, decision-making about vocational and educational needs, and preparation for personal proficiency whether directed toward earning a living or toward service to one's family, community or self."

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1972.

Position Statement - 1972.

State Plan - 1972.

Coordinator named - 1972.

Budget - 1972; $500,000.

Needs assessment conducted - September 1973 (developed locally)-500 surveyed in each high school.

Brochures developed.

In spring 1974, some fifty schools were granted up to $6,000 each to initiate and begin the establishment of a career education program in the school year 1974-1975. This was repeated in the fall of 1974 when some additional schools began planning for beginning programs in spring 1975.

PLACES TO LOOK AT:

Fort Osage School District
Independence, Missouri 64056
Contact: Ben Whited

Penn Valley Community College
3201 Southwest Trafficway
Kansas City, Missouri 64111
Contact: Dr. Thomas Law, Pres.

Eldon R-1 School District
Eldon, Missouri 65026
Contact: Dr. Lyle Hensley, Supt.

University City School District
725 Kingsland Avenue
University City, Missouri 63130
Contact: Dr. James Hopson, Supt.

Springfield R-XII School Dist.
940 N. Jefferson
Springfield, Missouri 65802
Contact: Dr. Joe Kuklenski

Maplewood-Richmond Heights
School District
7539 Manchester Road
Maplewood, Missouri 63143
Contact: Mr. Frank Zeitz

Lee's Summit School Dist.
Lee's Summit, Missouri
Contact: Dr. Bernard Campbell

Maryville School District
Maryville, Missouri 64468
Contact: Dr. Robert Hale

Career Education Projects
Oakville Senior High School
5557 Milburn Road
St. Louis, Missouri 63125
Contact: Mr. T.J. Mahan

Career Education Project
1517 South Theresa
St. Louis, Missouri 63104
Contact: Mrs. Marie Burrow

Parkway School District
455 N. Woods Mill Road
Chesterfield, Missouri 63017
Contact: Mr. Maurice Geisler

Moberly Public Schools
Moberly, Missouri 65270
Contact: Mr. William Clark

Montgomery City School Dist.
Montgomery City, Missouri
Contact: Dr. Howard Heidbrink

Blue Springs School District
Blue Springs, Missouri 64015
Contact: Dr. Gale Bartow

Perryville 32 School Dist.
Perryville, Missouri 63775
Contact: Mr. K.E.Vance

Platte City R-III School Dist.
Platte City, Missouri 64079
Contact: Mr. Gerald Hart

State Fair Community College
1900 Clarendon Road
Sedalia, Missouri 65301
Contact: Dr. James Navara

Special Vocational Programs
Kinloch School District
5764 Mable
Kinloch, Missouri 63140
Contact: Mr. Edward Radford
or Tyrone Williams

Career Education Total Education
Hazelwood West Jr. High
6249 Howdershell Road
Hazelwood, Missouri 63042
Contact: Mr. Dwight Hart

Area School Vocational Guidance
309 Pine
Doniphan, Missouri 63935
Contact: Mrs. Ethel Hanner

Additional persons to contact would be: Dr. Norman Gysbers, College of Education, University of Missouri, Columbia; Dr. Barbara Fulton, College of Education, University of Missouri, St. Louis; Dr. B.E. Jessee, College of Education, University of Missouri, Kansas City; and Dr. Nancy Walters, College of Education, Central Missouri State University, Warrensburg.

PUBLICATIONS:

Career Guidance, Counseling, and Placement - Elements of an Illustrative Program Guide, State Department of Education, February 1974.

Developmental K-6 Career Education Methods and Processes, State Department of Education, 1974. This is supplemented by the following series:

- *Developmental Level K-3: You + Others*
- *Developmental Level K-3: You; Who...Where...When*
- *Developmental Level K-3: What Do You Like? What Do You Do?*
- *Developmental Level 4-6: You and New Things to Do*
- *Developmental Level 4-6: You; Who...Where...When*
- *Developmental Level 4-6: You + ??? = Friendship*

STATE COORDINATOR:

New person not named at this time.

MONTANA

STATE DEFINITION:

Not available at the present time.

DEVELOPMENTAL ACTIVITIES:

Coordinator named - 1972.

1 Needs Assessment conducted.

Life Career Development Program - a guide for guidance counselors to use in establishing a career education program has been developed.

PLACES TO LOOK AT:

Fort Benton Schools
Fort Benton, Montana 59442
Contact: Mr. Ray Grande

Billings Public Schools
Billings, Montana 59102
Contact: Dr. Gordon Wallace

Helena Schools
Helena, Montana 59601
Contact: Mr. James Fitzpatrick

Missoula County High School
Missoula, Montana 59801
Contact: Mr. Joe Roberts

PUBLICATIONS:

Life Career Development Program

STATE COORDINATOR:

Del Gustin
Office of the Superintendent
of Public Instruction
State Capitol
Helena, Montana 59601

NEBRASKA

STATE DEFINITION:

"Career education is a comprehensive, systematic, and cohesive plan of instruction that will provide each student the opportunity to plan and prepare for a meaningful and satisfying role as a working member of society. A total program of career education should provide instruction for individuals at each stage in the lifelong process of career development.

"Career education" is not synonymous with "Education," although all education will in some manner help each individual prepare for his future career. Neither is "career education" synonymous with "vocational education," although vocational education is an integral part of career education. Career education does not replace, but rather permeates the total educational program."

(Source: Career Education: A Position Paper, Nebraska State Department of Education, 1972)

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1972.

Position Statement - 1972.

Committee named to coordinate Department activities.

Planning stages of a set of Guidelines for Implementation of Career Education for schools in the State.

Curriculum Materials (K-12) in the process of being published.

PLACES TO LOOK AT:

Milford Public Schools
Milford Nebraska
Contact: Larry Willis

West Side High School
Omaha, Nebraska
Contact: Orville Jensen

Lincoln Public Schools
Lincoln, Nebraska
Contact: Jerry Gruber

Lexington Public Schools
Lexington, Nebraska
Contact: Stan Linch

Kimball Public Schools
Kimball, Nebraska
Contact: Charles Morehouse

Ashland Public Schools
Ashland, Nebraska
Contact: Larry Bartek

Allen Public Schools
Allen, Nebraska
Contact: Gail Miller

Sidney Public Schools
Sidney, Nebraska
Contact: R.J. Peterson

PUBLICATIONS:

Career Education: A Position Paper

STATE COORDINATOR: Larry Westrum
Career Education Consultant
Nebraska State Department of Education
233 S. 10th Street
Lincoln, Nebraska 68508

NEVADA

STATE DEFINITION:

"Career Education is an integration of learning and doing which merges the learning environments of the school, the home, the community, and the work place into a challenging and productive whole. Career Education is a process of structured experiences as opposed to random experiences. Such experiences will facilitate learning interaction with real world situations. Career Education is a comprehensive educational program focused on careers beginning in kindergarten or earlier and continuing throughout the adult years. Career Education not only provides job information and skill development, but also aids students in developing attitudes about the personal, psychological, social, and economic significance of work."

(Source: Career Development in Nevada, Nevada State Department of Education and the Nevada State Board of Education)

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1972.

State Plan - 1972.

Operating budget - 1973 (approximately $90,000 this year for State office).

Legislation being considered.

Conceptual model, curriculum, and one instructional guide model developed by Task Forces.

1 Needs Assessment study due to be conducted in fiscal year 1976.

Service team of SEA personnel - 1974.

PLACES TO LOOK AT:

Clark County School District
Las Vegas, Nevada 89121
Contact: Verl Frener

Washoe School District
Reno, Nevada 89502
Contact: Dick Wright

Carson City School District
Carson,City, Nevada 89701
Contact: Vernon Rowley

For information on evaluations of exemplary programs in career education: Dr. Len Trout, Research Coordinating Unit

---

PUBLICATIONS:

"Career Development in Nevada - Conceptual Model" - 1973.

"Career Development in Nevada - Organizing for Instruction" - 1974.

"Career Development in Nevada - Goals and Objectives" - 1974.

STATE COORDINATOR: Dennis Graham
Nevada State Department of Education
Carson City, Nevada 89701

NEW HAMPSHIRE

STATE DEFINITION:

"Career education is a concept of relevant and accountable education centered on the individual which provides the opportunities for educational experiences, curriculum, instruction, and counseling leading to preparation for economic independence. The development of this concept is a lifelong process, which involves a series of experiences, decisions and interactions that provide the means through which one's self-understanding can be implemented, both vocationally and avocationally."

(Source: operational definition)

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1973.

Position Statement - 1972.

State Plan - 1973; local implementation plans emerging.

Coordinator named - 1972.

Budget - 1973 ($109,000 - Commissioner's Special VEA).

Career Education Planning Committee.

Elementary Curriculum Guide and Career Guidance Counseling and Placement Handbook for secondary counselors.

Career Education Task Force on Educational Goals for New Hampshire.

1 ongoing needs assessment surveyed students, staff, administrators, school boards, community.

Guidelines, newsletter, workshops.

PLACES TO LOOK AT:

Experimental Schools Project Component
Career Education
Groveton, New Hampshire
Contact: Paul Hawley

New London Middle School
New London, New Hampshire
Contact: Robert Wilkins

Hopkinton School District
Hopkinton, New Hampshire
Contact: Neal Wiggin

Somersworth Career Education Project
Somersworth, New Hampshire
Contact: Norm Yeaton, John Powers, or Susan Klaiber

Project Challenge
Stevens High School
Claremont, New Hampshire
Contact: Les Greene

Concord Career Education Project
16 Rumford Street
Concord, New Hampshire
Contact: Dave Morin

Project COED
40 Mechanic Street
Keene, New Hampshire
Contact: Ed Donovan

PUBLICATIONS:

Information not available at this time.

STATE COORDINATOR:

Eric Rannisto
Career Education Coordinator/Consultant
State Department of Education
105 Loudon Road
Concord, New Hampshire 03301

NEW JERSEY

STATE DEFINITION:

Not available at present time.

DEVELOPMENTAL ACTIVITIES:

State Occupational and Resource Centers - 1970 (team of experts for backup services K-12 resource catalogues available).

T4C (Technology for Children) combines technical activities with elementary subjects in multi-media multi-sensory approach.

Coordinator named - 1968.

Statewide elementary program combining career education with academic studies - 1966.

Career education research utilization system (free reproductions of microfiche).

State Plan for 1974-1975.

Job Placement Coordinators in high schools.

Budget and legislation for comprehensive vocational education program - elementary through high school.

Inservice training.

18 career education coordinators and coordinating councils established in 21 counties.

Budget: Governor's Career Development Project received initial State funding of $318,000 to serve 3 LEAs in 1970. Expanded to $2,000,000 serving 29 sites in 1974-1975. Basic components consist of:

- Career Resource Center
- T4C
- Introduction to Vocations
- Coupled Summer Work Study

Newsletter.

PLACES TO LOOK AT:

Camden City Schools
Camden, New Jersey 08105
Contact: Elaine House
(Rutgers University)

Rahway Public Schools
Rahway, New Jersey 07065
Contact: Elaine House

Edison, New Jersey 08817
Contact: Jim O'Leary

New Brunswick Public Schools
New Brunswick, New Jersey 08901
Contact: Elaine House or
George Meyer

Crossroads School
Monmouth Junction, New Jersey
Contact: Ruth Samsel

South Brunswick High School
Monmouth Junction, New Jersey 08852
Contact: LeRoy Alston

Woodbridge Township School District Woodbridge, New Jersey 97095 Contact: Bernard Novick	Newark - Project COED (Center for Occupational Experimentation and Demonstration) - 12 clusters.

PUBLICATIONS:

Various "special papers" on career education topics.

"Vocational Guidance and Career Education Programs" - 1969-71.

"Career Education Progress" - quarterly newsletter.

"Leadership in Learning"

"The 3 R's Plus Career Education"

STATE COORDINATOR:

Patrick Doherty Jr.
Department of Education
225 W. State Street
Trenton, New Jersey 08625

NEW MEXICO

STATE DEFINITION:

"Career education is an effort that public education and the community exert in helping all individuals become familiar with the values of a work-oriented society and in implementing these values in their lives in such a way that work becomes possible, meaningful, and satisfying."

"Career education is an educational plan encompassing the kindergarten curriculum through adult education at realistic, developmental stages of the individual."

(Source: The above definition is based on a Position Paper accepted by the State Board of Education on June 6, 1973.)

DEVELOPMENTAL ACTIVITIES:

Establishment of pilot programs in Career Education - 1971-72.

Acceptance of a Position Paper on Career Education by State Board of Education, June 6, 1973.

Acceptance of Implementation Guidelines by State Board of Education, July 1973.

Appointment of State Coordinator and an Assistant State Coordinator - 1973.

Securing of Federal grant for dissemination of career education materials - June 1973.

Dissemination of sets of 400 Career Education Activity cards to each elementary school in the State, through 6 regional workshops to which representatives of the 88 school districts were invited.

State requirement of end-of-the-year reports from all districts concerning implementation of career education K-6.

Establishment of regional workshops and materials at the junior high/middle school level for Fall 1974.

Implementation of the Federation of Rocky Mountain States satellite program in career education.

PLACES TO LOOK AT:

Albuquerque Public Schools
Box 1927
Albuquerque, New Mexico
Contact: David White

Penasco Career Ed. Project
Penasco, New Mexico
Contact: Paul Shelford

Las Cruces Public Schools
301 West Amador
Las Cruces, New Mexico

Portales Public School System
Portales, New Mexico 88130
Contact: Lloyd Call

Alamagordo Public School System
P.O. Box 617
Alamagordo, New Mexico 88310
Contact: Dave Newell

PUBLICATIONS:

"Career Education Position Paper"

"Career Education Implementation Guidelines"

STATE COORDINATOR:

Dr. Jean Page
State Coordinator, Career Education
State Education Building
Capitol Complex
Santa Fe, New Mexico 87503

NEW YORK

STATE DEFINITION:

A specific State definition of career education is not used. The concepts presented in the Position Paper #11, Occupational Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, provide parameters for program development.

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1971: Position Paper #11, Occupational Education, A Statement of Policy and Proposed Action by the Regents of the University of the State of New York.

State Plan - 1973.

EPDA resources are being used to provide inservice workshops at ten colleges for teams of teachers from middle schools across the State. The teams then conduct career education activities under a mini-grant format.

The Cornell Institute for Research and Development in Occupational Education has several research activities completed or underway in various aspects of career education.

Twenty regional career education model projects are in their third year of planning, developing, and implementing career education concepts in component school districts. Support for the project activities is coming from local, State, and Federal sources. Each project is involving large numbers of schools and teachers in curriculum development and in inservice training activities.

The State Project in Career Education in selected districts of New York City is expanding. This is a pilot effort to develop a model for urban area programs.

PLACES TO LOOK AT:

Broome-Tioga Board of Cooperative Educational Services (BOCES)
Binghamton, New York 13905
Contact: Mr. Earle Spaar

Chenango-Madison BOCES
Norwich, New York 13815
Contact: Mr. Gerald Griffith

Cortland-Madison BOCES
Cortland, New York 13045
Contact: Mr. Douglas Van Benschoten

Dutchess County BOCES
Poughkeepsie, New York 12601
Contact: Mr. John Bowman

Erie County #1 BOCES
Cheektowaga, New York 14225
Contact: Mr. James Spengler

Greene #2-Delaware-Scholarie-Otsego BOCES
Stamford, New York 12167
Contact: Dr. Ronald Fleming

Jefferson County BOCES
Watertown, New York 13601
Contact: Mr. Richard Kropat

Livingston-Steuben-Wyoming BOCES
Mount Morris, New York 14510
Contact: Mr. Bruno Rodgers

Mamaroneck Public Schools
Mamaroneck, New York 10543

Nassau County BOCES
Westbury, New York 11590
Contact: Dr. Alfred Schutte

Oneida #2 - Hamilton -
Herkimer BOCES
Holland Patent, New York
Contact: Miss Angela Gentile

Orleans-Naigara BOCES
Medina, New York 14103
Contact: Mr. Jogn Hogle

Putnam-Westchester BOCES
Yorktown Heights, New York
Contact: Mr. Kirtland Moore

Rensselaer-Columbia BOCES
Castleton, New York 12033
Contact: Dr. Michael Freedman

Rockland County BOCES
West Nyack, New York 10994
Contact: Dr. Laurence Aronstein

Saratoga-Warren BOCES
Wilton, New York 12856
Contact: Mr. Frederick Moran

Spencer-Van Etten Central
School
Spencer, New York 1488[illegible]
Contact: Mr. Donald Tackley

Suffolk County #1 BOCES
Westhampton Beach, New York
Contact: Mr. Larry Swenson

Suffolk County #3 BOCES
Dix Hills, New York 11746
Contact: Mr. Donald Friedman

George Washington Elementary
School
Syracuse, New York 13224
Contact: Mr. Donald Stanis-
treet

Yonkers School District
Yonkers, New York 10705
Contact: Dr. Leonard Fintzy

Buffalo School District
Buffalo, New York 14202
Contact: Mr. John Murray

CAREERS
Board of Education
Mineola, New York 11501
Contact: Mrs. Elaine Kutcher

State Project to Implement
Career Education (SPICE)
236 West 26th Street
New York, New York 10001
Contact: Mr. John Surra

PUBLICATIONS:

None prepared by the State Education Department at this time.

STATE COORDINATOR:

Dr. Robert S. Seckendorf
Assistant Commissioner for Occupational Education
New York State Education Department
99 Washington Avenue
Albany, New York 12210

NORTH CAROLINA

STATE DEFINITION:

"Career Education consists of the knowledge, understandings, skills and attitudes aimed at enhancing the individual's abilities to cope with the problems of learning to live, learning to learn and learning to make a living. It is an approach to learning and teaching which combines organized classroom experiences with the reality of the world in which we live and work. It provides curricular options and personal alternatives and experiences appropriate to each individual."

(Source: A Report of the North Carolina Career Education Task Force, April 5, 1973. The definition was adopted by the State Board of Education in April 1973. It represents the basis on which the State Education Agency operates in rendering services to local education agencies in the area of program development.)

DEVELOPMENTAL ACTIVITIES:

Middel School Occupational Exploration Program - 1969; career exploration in 67 school districts.

State Board Resolution - 1973.

Position Statement - 1973.

State Plan - 1973.

Coordinator - 1973.

Task Force Report disseminated.

Needs Assessment Studies - 1971-1972; Statewide assessment, many local school units have done assessments. Random sample - 6th grade surveyed.

Curriculum Guide/A Guidance Program to be used as a prototype now being developed (available in draft).

Career Education Task Force - 1972-1973 (no longer functions); developed a philosophical definition and some goals which serve as the North Carolina Career Education philosophy. This is the philosophy under which the coordinator of Career Education operates.

PLACES TO LOOK AT:

Apex High School
Box 190
Apex, North Carolina
Contact: Emma Dorsett

Caldwell County Schools
P.O. Box 309
Lenoir, North Carolina
Contact: William Stone

Couumbus County Schools
P.O. Box 729
Whiteville, North Carolina
Contact: James R. Rabon

B. Everett Jordan Elementary School
Graham, North Carolina 27340
Contact: Barbara Tew

Bethel Middle School
Bethel, North Carolina
Contact: Rachel Welborn

Holmes Junior High School
211 N. Pierce
Eden, North Carolina 27288
Contact: Shirley Liner

Kings Mountain High School
Kings Mountain, North Carolina
Contact: J.C. Atkinson

Cliffside Elementary School
Cliffside, North Carolina
Contact: Phillip P. White

PUBLICATIONS:

"Career Education: A Report of the North Carolina Career Education Task Force"

"Life Career Development: A Model for Relevant Education (Guidance)"

STATE COORDINATOR:

C. Wayne Dillon
Department of Public Instruction
Raleigh, North Carolina 27611

NORTH DAKOTA

STATE DEFINITION:

Career education is an on-going process of helping an individual to understand both himself and the world of work. It is a series of career development experiences integrated throughout the educational system - pre-school to adult. Career education emphasizes self-awareness in relation to career choice, attitudes toward work roles, decision-making skills, and awareness of specific education needed for various career roles. It seeks to unite all segments of the formal educational system in a common effort with the business community and the home-family structure in helping all persons fulfill their career plan.

(Source: This definition is not yet official)

DEVELOPMENTAL ACTIVITIES:

State Plan on file with the State Board for Vocational Education contains career education objectives.

Mini-Grants in Career Education: mini-grants ranging from $1,500 to $6,000 were provided to 25 local school districts during FY 1974. The purpose of the grants were to assist local schools in developing local programs in career education K-12. School districts submitted proposals outlining their plans for developing and implementing career education. The primary activity consisted of staff inservice training in the career education concept and the development of career education activities for integration into the total curriculum. More than 1,061 teachers were involved.

PLACES TO LOOK AT:

Central High School
Devils Lake, North Dakota
Contact: John Geston

Naploean Public Schools
Napolean, North Dakota
Contact: Gil Holle

Williston Public Schools
Williston, North Dakota
Contact: Arlo Howe

Minot Public Schools
Minot, North Dakota 58701
Contact: Dr. Lowell Latimer

Dickinson High School
Dickinson, North Dakota 58601
Contact: Ted Renner

Fargo Public Schools
Fargo, North Dakota 58102
Contact: Jerry Hasche

PUBLICATIONS:

The following curricumu materials have been developed:

1. Career development activity guide for each grade K-6;

2. Career development activity guides for English, Social Studies, Math, Science, Home Economics, Business, Art, Industrial Arts, and Physical Education;

3. Career development guides for Special Education, elementary and secondary;

4. A community resource person directory with accompanying suggested usages, field trips, etc;

5. A "World of Work in Music" program, 75 15-minute TV programs with accompanying guide (primary grades); and

6. A proposal to involve business organizations in providing hands-on experience in junior high schools.

STATE COORDINATOR(S):

Mike LaLonde
Career Education Specialist
State Office Building
900 East Boulevard
Bismarck, North Dakota 58505

Jerry Tuchscherer
Career Education Specialist
State Office Building
900 East Boulevard
Bismarck, North Dakota 58505

OHIO

STATE DEFINITION:

Career Education is a concept designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school, and community and teachers from pre-school through adulthood.

In Ohio, the Career Development Program is that part of the total Career Continuum Program designated K-10, including Career Motivation from K-6, Career Orientation for 7-8, and Career Exploration for 9-10. These programs prepare the student to make choices for vocational education or pre-professional education in grades 11-12 (or age 16).

(Source: "Guidelines for Submission of Proposals by Local Schools" which is sent out by the "Ohio Department of Education, Division of Vocational Education.")

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1971 (Ohio's Career Development Continuum).

State Plan - 1974 : K-10 Career Development Program included as the first three of 11 objectives for Ohio's State Plan for Vocational Education.

Legislation - contained within approved State Vocational Education Plan.

Budget: 1974-1975 - Federal Funds: $2,154,717.
State Funds : $1,845,283.

Task Force: 1974-1974; five program directors throughout the State act as a task froce to identify priorities concerning areas that need attention for Statewide program growth and dissemination.

Needs Assessment: 1972-1973; to identify priorities in education (surveyed 125,000 citizens).

7 major conferences during 1974-1975.

30 programs in operation in 1974-1975.

Full-time coordinator for Career Development-1972.

Two State supervisors for Career Development - 1973.

Appointment of a Director - 1974.

Development of curriculum guides, inservice procedures manual, brochures, and films.

PLACES TO LOOK AT:

Akron - Mr. Nicholas J. Topougis
Benton-Carroll-Salem - Mr. Richard Thorbahn
Boardman - Mr. Morris L. Kirk
Canton - Mr. Richard Caster

Carlisle - Mr. Charles A. Lindberg
Cincinnati - Mr. Ralph Shauck
Clear Fork Valley - Miss Linda Moran
Cleveland - Mr. Oliver J. Jones
Celevland Hts. - University Hts. - Ms. Belva Singer
Columbus - Mr. Robert Weals
Dayton - Mr. Robert Rammes
East Muskingum - Mr. Donald Burch
Geneva - Mr. Paul Rusinko
Kirtland - Mr. Patrick Corbett
Lorain - Mr. DeRoy Gorham
Mad River-Green - Mrs. Mary Anna Elam
Mansfield - Mrs. Constance K. Carse
Medina - Mr. Robert Gaume
Minford - Mrs. Brenda Kallner
Orrville - Mr. Howard Wade
Parma - Mr. James Black
Princeton - Mr. Charles Lambert
Scioto-Darby - Mr. Tom Webb
South-Western - Mr. Donald Miller
Springfield - Mr. George Degenhart
Stow - Mr. William Newenhisen
Toledo - Mrs. Jama Roman
Warren - Mr. Michael Zockle
Willoughby-Eastlake - Mr. Louis Cicek
Youngstown - Mr. Joseph Malie

PUBLICATIONS:

"Career Motivation Guide" - 1973.

"Career Orientation Guide 7-8" 1972; Revised 1973.

"Career Exploration Program Guide 9-10" - 1971.

"Inservice Procedures Manual" - 1973-1974.(Not available at present)

"Inservice Films:

- "School Report," K-6; 1973.
- "Approaches to Orientation" 7-8; 1973.
- "Career Exploration," 9-10; 1973.
- "Career Education in Ohio" 1974.(Not available at present)

STATE COORDINATOR:

Mr. Jack D, Ford, Assistant Director
Vocational Education
Career Development Service
Room 609, Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

OKLAHOMA

STATE DEFINITION:

No official State definition at this time.

DEVELOPMENTAL ACTIVITIES:

Coordinator named - 1972.

Statewide and regional conferences held.

Materials developed.

PLACES TO LOOK AT:

Sand Springs Public Schools
P.O. Box 970
Sand Springs, Oklahoma 74063
Contact: Herman Grizzle
Wendell Sharpton

Oklahoma City Public Schools
Oklahoma City, Oklahoma 73106
Contact: Tom DeSpain

Anadarko Public Schools
Anadarko, Oklahoma 73005
Contact: Harold Clark

PUBLICATIONS:

I Can Be Me -From A to Z , 1974.

Career Education: A Counselor's Guide, 1974.

Career Exploration - Construction, Grades 7/8, 1974.

Career Exploration - Transportation, Grades 7/8, 1974.

STATE COORDINATOR:

Murl Venard
Education Department
State Capitol
Oklahoma City, Oklahoma 73105

OREGON

STATE DEFINITION:

"Career education, as an integral part of the total educational program, embraces the concept that each individual must learn to function effectively in six life roles: learner, individual, producer, citizen, consumer, and family member. Focusing on the producer role, career education provides learning experiences to develop the attitudes, knowledges and skills that enable the student to perform successfully in an occupational role and assists the student in related life roles."

(Source:"Career Education ...the Oregon Way," Oregon State Department of Education.)

DEVELOPMENTAL ACTIVITIES:

Dissemination of information regarding specific clusters in certain high schools throughout the State, designated as Cluster Development Centers.

Regioanl Career Education coordinators provided in 14 of the State's 14 administrative regions.

Preservice teacher training in Career Education at Oregon State University and efforts started with other teacher education institutions.

Competency-based high school graduation credit system planned for 1978 class.

Position Statement - 1970.

State Plan - 1970.

Coordinator named - 1968.

Legislation - proposed for 1976-1977 biennium.

State funds: $157,486 for Fiscal Year 1975.

PLACES TO LOOK AT:

Marshall High School
Portland, Oregon
Contact: Marv Rasmussen

Madison High School
Portland, Oregon
Contact: Kathy Williams

Canby High School
Canby Oregon
Contact: Ralph Anderegg

Lane Intermediate School District
Eugene, Oregon
Contact: Ron Munkres

Franklin Elementary School
Corvallis, Oregon
Contact: Lillian Bennard

Portland: Career Guidance Inservice Training. Teacher recruitment and training from business and industry at Portland Community College. Exemplary project (State) at David Douglas Schools (Contact: Dan Dunham).

PUBLICATIONS:

"A Guide for Planning Career Education in Oregon's Secondary Schools" - December 1970.

"Career Education in Oregon" - 1970.

"Career Cluster Facilities Guide for School Administrators and Architects"

"Cluster Implementation Guides"

"Comprehensive Guide for Career Awareness and Exploration" - due out in 1975.

"Assessment Guide for Career Education, Grades K-12" - due out in 1975.

STATE COORDINATOR:

Monty Multanen
State Director, Career Education
State Department of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

PENNSYLVANIA

STATE DEFINITION:

"Career education is the blending of the academic with vocational in the process of educating all persons during their entire lives to be aware of the variety of opportunities for work that exist in their community and in the nation. It prepares the individuals by establishing foundations for their working lives based upon identified interests and talents to the end that they will be able to make effective use of their skills."

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1972.

Coordinator - 1972.

Legislation planned.

State funds - $44,000.

Career Education Task Force, Contact: George Love.

Resource Guide(**Syllabus from** Guidance).

Annual Report for Career Education Projects.

Curriculum Guide/Pennscripts.

PLACES TO LOOK AT:

Pittsburgh - Expansion of K-14 programs which will incorporate vocational education related programs into academic schools with concomitant phasing out of separate vocational schools.

McKeesport ASD
Administrative Office
Shaw Avenue & Locust St.
McKeesport, Pennsylvania
Contact: Dr. Henry Durand

Admiral Peary AVTS
P.O. Box 96
Ebensburg, Pennsylvania
Contact: Edward Lareau

Philadelphia SD
21st of Parkway
Philadelphia, Pennsylvania
Contact: Stanley Cohen

Federal Education Project
Center
752 Garden Street
Meadville, Pennsylvania
Contact: James Peters

PUBLICATIONS:

None available at this time.

STATE COORDINATOR:

George H. Love
Assistant Commissioner for Basic Education
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

RHODE ISLAND

STATE DEFINITION:

"Career Education is seen to be a method of educating people towards an understanding of the essential interrelation of individuals in society. It intends to foster the skills of information acquisition, self-appraisal, synthesis, decision-making, and planning, by using careers as the central focus or organization for all learning activities. This approach to education will promote individualization, promote the acquisition of life-oriented skills, emphasize the use of personal, internal motivation and to learn in place of external, teacher applied motivation, and hopefully result in individuals better equipped to develop and carry out their own chosen pattern of living."

(Source: informal operating definition)

DEVELOPMENTAL ACTIVITIES:

State provides technical assistance to LEAs implementing career education.

Colleges and universities moving to implement career education.

Career Education Conference - November 1974.

Rhode Island Career Education Association formed in Spring 1974 to further the development of career education in the State.

Career Education activities in Rhode Island have been supported by Federal and local funds.

PLACES TO LOOK AT:

Opening Doors to Awareness
Lincoln School Department
Contact: Mrs. Norma Blythe

Career Orientation Education
Providence School Department
Contact: Principal, Mt. Pleasant
Elem. School
Cranston School Department
Career Awareness Partnership
Contact: Edward Myers

A Developmental Program for
Preparing All Students for the
World of Work
Cranston School Department
Contact: Carmine Ruggierio

Career Education Program
East Providence School Dept.
Contact: James F. Ryan

Developing, Implementing,
and Evaluating Career
Exploration Materials
College of Resource Dev.
University of Rhode Island
Contact: Dr. Donald McCreight

Career Awareness in North S
Scituate (CANS)
Scituate School Department
Contact: Mrs. June Guglielmi

Exemplary,Comprehensive,
Interdisciplinary Program in
World of Manufacturing and
World of Construction
Burrillville Jr.-Sr. High
Contact: Edward Yabroudy

Career Awareness Project
Frenchtown School
East Greenwich, Rhode Island
Contact: Linda Handel

Career Education Project
North Providence School Department
Contact: Michael DeLuca

Career Education Project
Central Falls School Dept.
Contact: John Worsley

Career English
Burrillville Jr.-Sr. High
Contact: Richard Colburn

Career Concepts Awareness
Cumberland School Dept.
Contact: James Sullivan

Occupational Exploration, Orientation, Exposure
Warwick, Rhode Island
Contact: Sr. Mary Russell

Protective Services Careers
Providence School Department
Contact: Daniel Spaight,Jr.

What Can You Be?
North Smithfield School Dept.
Contact: Anne D'Antuono

Project Environment
North Smithfield School Dept.
Contact: Mrs. Juliette Elias

PUBLICATIONS:

State of the Art report on career education activities in Rhode Island - report should be available in March 1975.

STATE COORDINATOR(S):

William Nixon
Career Education Coordinator
State Department of Education
Providence, Rhode Island 02908

James Harrington
State Department of Education
Hayes Street
Providence, Rhode Island 02905

SOUTH CAROLINA

STATE DEFINITION:

"Career Education is a sequential, developmental process of specialized experiences for all people (kindergarten through adulthood). This process will incorporate currently established curricula into "real life" situations, thereby providing the individual with affective knowledge of attitude and value information, as well as cognitive skills. It will provide a personal approach in education geared toward preparing the individual to rationally choose his place in the working society."

(Source: This definition has not yet been made official, for the position/policy paper is still in working draft form. However, the State Department of Education Career Education staff are operating under this premise.)

DEVELOPMENTAL ACTIVITIES:

Exemplary project - 1970; additional exemplary project - 1973.

Research and development project - 1972; additional project - 1973.

State Department of Education Consultant - 1972.

Budegt - 1972.

Task Force - 1972.

Programmed package of orientation materials.

State Plan - 1974.

Three Statewide Career Education meetings - 1974.

PLACES TO LOOK AT:

Lexington School District Three
P.O. Box 28[illegible]
Batesburg, South Carolina 29006
Contact: Leon Temples

Spartanburg School Dist.#5
P.O. Box 307
Duncan, South Carolina
Contact: George O. Coan,Jr.

Piedmont Schools Project
206 Church Street
Greer, South Carolina 29651
Contact: Eileen Robertson

Richland School District #2
6831 Brookfield Road
Columbis, South Carolina 29206
Contact: H. Dale Holden

PUBLICATIONS:

Career Development (programmed workbook for orientation).

STATE COORDINATOR: M. Ellen Tollison, Consultant
Career Education
South Carolina Department of Education
906-B Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

SOUTH DAKOTA

STATE DEFINITION:

Not available at present time.

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1972.

Coordinator named - 1972.

Career Education Coordinating Committee of SEA Personnel-1974.

State Plan being developed.

PLACES TO LOOK AT:

Watertown Public Schools
Watertown South Dakota
Contact: Doug Herzog

Sioux Falls Public Schools
Sioux Falls, South Dakota
Contact: Ken Gifford

Hot Springs Public Schools
Hot Springs, South Dakota
Contact: William Kuehl

Lemmon Public Schools
Lemmon, South Dakota
Contact: James Doolittle

PUBLICATIONS:

None available at present time.

STATE COORDINATOR:

Dr. Richard Parker
Division of Elementary and Secondary Education,
Guidance and Counseling
State Department of Education
804 North Euclid
Pierre, South Dakota 57501

TENNESSEE

STATE DEFINITION:

"Career education is all the learning experiences through which a student progresses in an educational program regardless of the length of the program. It should not be considered as an additional or separate phase of the educational program.

Career education should:

1. Provide a unifying core for the total educational enterprise, with intensive occupational prepration as a significant aspect.
2. Provide the opportunity for every individual to pursue the occupation and/or career for which he is best suited and interested in and which would enable the individual to solve his social and economic problems.
3. Develop the individual's personal philosophy, attitude and skills which will equip him to succeed at the time he exits the formal educational system.

Career education is a comprehensive, dynamic, programmatic, and integrative educational program. It is comprehensive in the sense that it is broadly based; dynamic with respect to its capacity to change; programmatic because it is purposeful, planned and experience-centered; and integrative because it draws together many aspects of the total educational program. Principal responsibility for its operation is with the public education system in partnership with industry, community and home. It must utilize the common and unique contributions of all educators and the resources of the home, school and community."

(Source: Prepared by State Staff of Vocational-Technical Education, January 6-7, 1972.)

DEVELOPMENTAL ACTIVITIES:

State Coordinator's Office established - 1972.

PLACES TO LOOK AT:

Memphis SPAN
Melrose High School
Memphis, Tennessee
Contact: James Hugueley

Knox County Public Schools
Knoxville, Tennessee
Contact: Bill Neal

Greeneville City Schools
Greeneville, Tennessee
Contact: Gary Haaby

Tennessee Appalachia
Educational Cooperative
Oak Ridge, Tennessee
Contact: Lloyd Bryson

PUBLICATIONS:

"An Information Paper on Career Education in Tennessee," Tennessee State Board for Vocational Education, 1973.

STATE COORDINATOR:

Mable Yates
State Department of Education
Room 200A Cordell Hull Building
Nashville, Tennessee 37219

TEXAS

STATE DEFINITION:

"Career Education is coordinated instruction, integrated into the entire curriculum, K-12, and designed to assist students in

* understanding both the world of work and attitudes towards it;
* understanding the relationships which exist between education and career opportunity;
* understanding the economic and social structure of our society and how they influence the ways people support themselves;
* making informed decisions concerning how they will earn a living and taking responsibility for making those decisions; and
* acquiring marketable skills as preparation for earning a living."

(Source: "A Tentative Framework for Developing Comprehensive K-12 Career Education," Texas Education Agency, April 1972.)

DEVELOPMENTAL ACTIVITIES:

Regional Education Service Centers Awareness Conference resulted in creation of model sites in each Center.

Inservice training in all districts.

TU presentations for public use and inservice training.

State Board Resolution - 1971.

Position Statement - 1971.

State Plan - 1971.

Coordinator - 1972.

Budget - 1972.

Development of Measurement and Diagnostic System through Partners in Career Education project.

Title III - activity substantial.

State Advisory Council for Career Education - 1972.

Resource guide for career education, curriculum guides, and films and slide/tape presentations developed.

PLACES TO LOOK AT:

Dallas Skyline Center: school and business cooperation; "hands-on"in 25 career fanilies.

Houston: cooperation with Baylor College of Medicine health professions high school (state funded).

Harlingen Independent School District - M.K. Fitzgerald
Sulphur Springs Independent School District
Plainview ISD - Elizabeth Grady
Lufkin ISD - Christine Seago
Richardson - Dave Pullias
Orange - Gerald Eddlemons
Freeport - Brazoport ISD - Bobby Morrow
Andrews ISD - Norman Payne

PUBLICATIONS:

"Basic Learner Outcomes for Career Education" - 1973.

"Career Awareness K-6"

"Career Investigation: Middle Schools"- 1973.

"A Tentative Framework for Developing Comprehensive K-12 Career Education" - distributed Statewide.

STATE COORDINATOR:

Walter Rambo
201 E. 11th Street
Austin, Texas 78701

UTAH

STATE DEFINITION:

"Career education is defined as those parts of the educational system focused on providing the individual with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood, and in the useful occupation of homemaking."

(Source: "Career Education ... A New Emphasis for Utah Schools," Utah State Board of Education)

DEVELOPMENTAL ACTIVITIES:

Part-time Coordinator - Fall 1973; full-time Coordinator - January 1974.

Career education unit organized July 1, 1974.

Inservice workshop for State staff - November 1974.

Career Education Task Force appointed - Fall 1972.

Elementary World of Work project initiated - Fall 1972.

Initiated development of career guidance guide - Winter 1972.

State junior high program initiated - July 1974.

State funds - approximately $500,00 of Fiscal Year 1975 funds being used for career education in addition to funds for the State career education office.

PLACES TO LOOK AT:

Alpine School District
(junior high program)
American Fork, Utah
Contact: Stan Leavitt

Granite School District
Salt Lake City, Utah
Contact: JoAnn Neilson

Davis School District
(K-12 program)
Framington, Utah 84025
Contact: Don Wright

Logan City School District
Logan, Utah
Contact: Leo Johnson

Washington School District
St. George, Utah
Contact: Jack Burr

Cache School District
Logan, Utah
Contact: Reva Wallis

PUBLICATIONS:

"Career Education: A New Emphasis for Utah Schools," Utah State Board of Education, September 1973.

"Implementing Career Education in a Local Educational Agency - A Guide" - 1974.

"Implementing Career Education in a Local Educational Agency - A Sourcebook" - 1974.

"World of Work: Elementary School Career Education Available Units" - 1974.

"World of Work: Career Education Training Program" - Utah State University - 1974.

"An Evaluation of a Training Program for Teachers Implementing Career Education" - Utah State University - 1974.

"Review of Literature in Career Education" - 1974.

STATE COORDINATOR:

R. Lynn Jensen
136 E. South Temple
Salt Lake City, Utah 84111

VERMONT

STATE DEFINITION:

"Career Education is the total effort of public education and community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

(Source: "Career Education: A Handbook for Implementation")

DEVELOPMENTAL ACTIVITIES:

Coordinator named - 1972.

2 consultants re-assigned full-time.

Budget in 1972, 1973.

Governor's conference - 1972.

Major workshops - 1972, 1973.

State funds - $50,000.

Career Education Advisory Council established.

5 needs assessment studies - 1974 school year - guidance personnel surveyed.

6 newsletters to date.

Teacher inservice materials.

PLACES TO LOOK AT:

Ira Allen Elementary School
Burlington, Vermont 05401
Contact: Barbara Ordway

Morristown Town School Dist.
Morristown, Vermont 05561
Contact: Jonathan W. Osborn

PUBLICATIONS:

"Directions" Career Education: Vermont

- Issue #1 - How Much Do You Know About Career Education?
- Issue #2 - What is the Scope of Career Education?
- Issue #3 - Cluster Carts, One Approach to Career Awareness
- Issue #4 - Self Career Exploration
- Issue #5 - Career Preparation

STATE COORDINATOR(S):

Barbara Gutheil
Career Education Consultant
State Office Building
Montpelier, Vermont 05602

Walter Faulkner
Career Education Consultant
State Office Building
Montpelier, Vermont 05602

VIRGINIA

STATE DEFINITION:

Career Education is a concept that says that all education should make some contribution to the ultimate career objective of each individual. It is best thought of as a life-long learning from early childhood through adult life. Career awareness is emphasized at the elementary grade level, with orientation and exploration at the middle or junior high school years. This is followed at the high school level with skill development in vocational education or further preparation in other subjects that will assist in career development at the post-secondary level. Additionally, adult education serves the needs of those individuals that have left the formal education setting, but who need to develop new skills or update present skills.

(Source: The above definition is based on a position paper.)

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1973; State Plan included.

Career Education Committee, Contact: George Orr, Jr.

State Board of Education will fund career education in two school division areas on a division wide basis.

A position of State Supervisor of Career Education was established in July 1974. This is a full-time position under the supervision of the Assistant Superintendent for Instruction.

PLACES TO LOOK AT:

Petersburg City Schools
Wythe and Jefferson Sts.
Petersburg, Virginia 23803
Contact: Ellen Poole

Roanoke County Schools
Salem, Virginia
Contact: Mary Kelly

Wise County Schools
Big Stobe Gap, Virginia
Contact: John Holmes

PUBLICATIONS:

None available at the present time.

STATE COORDINATOR:

Lloyd M. Jewell, Jr.
Division of Educational Research
State Department of Education
Richmond, Virginia 23216

WASHINGTON

STATE DEFINITION:

The State definition of career education is a point of reference for the Washington career education effort. This definition has been field-tested for one year and is now in the process of being rewritten to: (1) Reflect the USOE definition of career education, and (2) Better meet the needs of the evolution of career education within the State. This definition will be part of the Washington Administrative Code. This Code is the base upon which all education in the State is derived. The working definition is as follows:

> A series of experiences within the existing curriculum which equips the individual with
>
> -- An awareness of the world of work,
> -- A favorable attitude towards work, leading to the ability to select, prepare for, and pursue a career choice.

This definition is based on the State Board goal that "each individual must be prepared for his or her next career step."

DEVELOPMENTAL ACTIVITIES:

All graduates from the public schools in the State of Washington must have one credit in occupational education.

Vocational-technical institutes operate on an open-entry -- open-exit format for ages 16 to 54.

A State priority is the development of interdistrict cooperative educational efforts.

Career education in the State of Washington started in 1968 via a series of workshops for teachers entitled "What About Vocational Education?" These workshops gave birth to the career education efforts starting in 1970.

The position of State Supervisor of Career Education was established in the fall of 1972.

The 1973 State Legislature appropriated $250,000 for the biennium for career education which led to:

- Position statement on career education
- State plan for career education
- Development of teacher inservice via educational television and mobile inservice unit
- Washington career education television consortium
- Washington State Advisory Committee for Career Education
- The revision and reprinting of the 1971 field-tested document entitled Career Awareness Programs for the Elementary Schools
- The development of a career awareness and exploration guide, grades 7-12
- Establishment of a mini-grant system to assist teachers in the integration of career education into the curriculum

- Establishment of a four year teacher educational institution coordinator for the implementation of career education at the college level
- The cooperative effort between the community education program and the career education program to provide career education for those individuals not in formal educational institutions

All of the above efforts were done in concert with the Superintendent of Public Instruction, the Coordinating Council for Occupational Education, State Board for Community College Education, Council on Higher Education and the Governor's Office.

PLACES TO LOOK AT:

Bremerton School District
Bremerton, Washington
Contact: Mr. Jerry Johnson

Vancouver School District
Vancouver, Washington
Contact: Mr. James Brooks

Vancouver School District
Vancouver, Washington
Contact: Mr. Dyle Smith

Seattle School District
Seattle, Washington
Contact: Mr. Tom Hodgson

Highline School District
Seattle, Washington
Contact: Dr. Ben Yormark

Kent School District
Kent, Washington
Contact: Mr. Thomas Straka

Yakima School District
Yakima, Washington
Contact: Mr. Floyd Winegar

Spokane School District
Spokane, Washington
Contact: Dr. Homer Mattson

Cashmere-Peshastin Dryden
Cashmere, Washington
Contact: Mr. Richard Johnson

Western Washington State College
Bellingham, Washington
Contact: Dr. Sam Porter

Washington State University
Pullman, Washington
Contact: Mr. Dale Anderson

Eastern Washington State College
Cheney, Washington 99004
Contact: Dr. Glen Fuglsby

University of Washington
Seattle, Washington
Contact: Mr. Jack Kittel

Central Washington State College
Ellensburg, Washington
Contact: Dr. Ron Frye

Camas School District
Camas, Washington
Contact: Dr. Stan Hosman

Clover-Park Vocational-Technical Institute
Lakewood Center, Washington
Contact: Dr. Fred Miner

Marysville School District
Marysville, Washington
Contact: Mrs. Janet Carlson

Occupational Versatility Project
Highline School District
Seattle, Washington
Contact: Mr. John Lavender

PUBLICATIONS:

A Guide to Apprenticeship Opportunities in the State of Washington

Career Discoveries

Job Finding Kit

What About Vocational Education?
  Part 1
  Part 2 -- Who Am I, Where Am I Going, How Do I Get There?
  Part 3 -- Career Awareness Programs for the Elementary Schools

Career Training Opportunities in the State of Washington

Career Education Curriculum Models (WAVE) Workshops

Communication Skills for Career Education -- Junior High/ Middle Schools

Career Choice and Career Preparation

Create Tomorrow Today

Suggested Guidelines for Career Education Workshops

Industrial Communications

Letter by Governor Evans dated March 8, 1973

Letter by Governor Evans dated April 30, 1974

STATE COORDINATOR:

Richard R. Lutz, Supervisor
Career Education
Office of the State Superintendent
of Public Instruction
Old Capitol Building
Olympia, Washington 98504

WEST VIRGINIA

ATE DEFINITION:

"The term career education describes an educational process (method or approach) rather than a specific program of study. Yet it is based upon planning and implementation of a career. It involves a long range developmental process which begins before the child enrolls in school and continues long after the youth leaves school. Through career education, teachers provide relevant experiences in all academic, general, and vocational subjects. The primary focus of the process is the use of "real" experiences to illustrate abstract symbols and concepts related to self, education, and careers. The basic purpose of career education is to produce viable individuals who are capable of making and implementing accurate choices concerning the present and future. The purpose implies that individuals possess positive attitudes, appropriate knowledge, and adequate skills to make and implement wise decisions."

DEVELOPMENTAL ACTIVITIES:

Position Statement - 1973.

Coordinator - 1973.

Resource Guide

Curriculum Units have been developed in funded projects.

State funds - $35,000.

Regional Career Guidance Workshops - five of these were conducted by the Bureau of Vocational, Technical and Adult Education in cooperation with the Division of Guidance, Counseling and Testing.

Career Education Curriculum Implementation Workshops - The Bureau of Vocational, Technical, and Adult Education conducted 3 Regional Workshops to in-service a curriculum specialist from each county on the Career Education Curriculum Guides developed in Lincoln and Raleigh Counties.

PLACES TO LOOK AT:

Shepherd College
Shepherdstown, WV 25443
Contact: Dennie Benson

Fruth Elementary School
509 Lee Street
Charleston, WV 25301
Contact: Carol Gaujot

Lincoln County
P.O. Box 437
Hamlin, WV 25523
Contact: Herbert Holstein

Raleigh County Research and
Development Project in Career Ed.
105 Adair Street
Beckley, West Virginia 25801
Contact: Mary Louise Klaus

Career Development K-Adult
8th Street
Point Pleasant, WV 25550
Contact: William Edwards

A Design for Establishment of a
Career Oriented Educational Program
1210 Thirteenth Street
Parkersburg, West Virginia
Contact: Ray Miller

PUBLICATIONS:

A Guide for the Development of Career Education

STATE COORDINATOR:

Robert P. Martin
State Department of Education
Room B243
Bureau of Vocational, Technical and
Adult Education
1900 Washington Street, E.
Charleston, West Virginia 25305

WISCONSIN

STATE DEFINITION:

"Career Education is a motivational approach which aims to improve educational outcomes by relating teaching and learning to life. It relies heavily on the integration of career development concepts into the curriculum of all subjects, it blends academic and vocational experiences, and it recognizes the community as a major component of the learning environment. The career education approach can be used to facilitate individual career development beginning in early childhood and continuing throughout one's lifetime. Comprehensive career education includes learning activities designed to develop awareness of self in relation to others and the world in which one lives. It also provides broad orientation to occupations (professional and non-professional), in-depth exploration of selected occupational clusters, guidance in career planning, and the development of decision-making skills, and appropriate career preparation which results in satisfying placement for all students."

(Source: The above unofficial definition is currently being used by the coordinators of career education for the Wisconsin Department of Public Instruction (K-12) and the Wisconsin Board of Vocational, Technical, and Adult Education (13-Adult). An official definition will soon be formulated by the new joint task force assigned the responsibility of writing a formalized State plan for career education.)

DEVELOPMENTAL ACTIVITIES:

Position statement and State Plan: to date the Wisconsin Department of Public Instruction's *K-12 Guide for Integrating Career Development Into Local Curriculum* (1971), its brochure *K-12 Career Education in Wisconsin* (1973), its suggested *Sequence for Local Implementation of Career Education* (1972, Revised 1974), the Wisconsin Board of Vocational, Technical, and Adult Education's *Position Paper on Career Education* (1973), and their joint *School Based Career Education, Statement of Definition* (1972, Revised 1974) have served in lieu of an official position statement and State Plan for career education. However, a task force has recently been appointed (July 1974) to write a formal State Plan.

Needs assessment: University of Wisconsin-Stout conducted An Assessment of the Status of Career Education in Wisconsin in 1973. K-12 responses were obtained from 2,214 teachers, 612 counselors, 135 local vocational education coordinators, and 143 principals, and postsecondary responses were obtained from 266 vocational technical institute teachers, 13 directors of student services, and 17 directors of instructional services. Needs assessment was one of 14 topic areas covered in the study.

Major conferences: 14 conferences, workshops, and seminars have been held in the period 1970-1974 for State and local personnel on the topic of career education.

Major programs: 84 local career education projects were funded in Fiscal Year 1974. Four of these are major K-Adult projects: Lake Shore Technical Institute and three model schools of the Sheboygan Public Schools; District One Technical Institute and the Eau Claire Public Schools; North Central Technical Institute and Wausau and interested feeder schools; and Western Wisconsin Technical Institute and LaCrosse and its feeder schools.

Mobile career guidance labs serve clusters of rural K-12 school districts. Some vocational technical schools provide mobile labs for their feeder schools.

ICED - Instant Career Education Directory - provides toll-free telephone network for obtaining information on career openings in State's vocational/technical system.

WISC - Wisconsin Instant Information System for Students and Counselors - provides a free deck of microfiche on "Wisconsin occupations and schools offering training for them" to any junior or senior high school that owns equipment to view them.

NEWIST - Northeastern Wisconsin In-School Television - has produced tapes and films on Wisconsin occupations and on self-awareness as aids to career planning.

ETN - The State's Educational Telephone Network - has cooperated with U.W. - Madison in the development and offering of a graduate course in career education for educators in the field. U.W. - Whitewater has since assumed responsibility for this course.

A slide/tape inservice presentation has just been completed. It discussed the Wisconsin Career Development Model and the sixteen basic career development concepts listed in the State's guide. Slides gathered from several areas of the State are used to illustrate implementation of these concepts.

PLACES TO LOOK AT:

As of April 1974, 210,or approximately 50 percent, of Wisconsin K-12 school districts were involved in "career education." A few oustanding projects are:

University of Wisconsin-Stout
School of Education
Menomonie, Wisconsin
Contact: Dean John Stevenson

District One Technical Institute
620 West Clairemont Avenue
Eau Claire, Wisconsin
Contact: Orval Gabriel

Western Wisconsin Technical Institute
Sixth and Vine Streets
LaCrosse, Wisconsin
Contact: Robert Pendleton

Eau Claire Public Schools
122 Mappa Street
Eau Claire, Wisconsin
Contact: Clifford Stanford

Menomonie Public Schools
1715 5th Street W.
Menomonie, Wisconsin
Contact: Allan May

Muskego Public Schools
S87 W18431 Woods Road
Muskego, Wisconsin
Contact: Gary Varick

Oregon Consolidated Schools
200 N. Main Street
Oregon, Wisconsin
Contact: Roland Cross

Racine Public Schools
2230 Northwestern Avenue
Racine, Wisconsin
Contact: Gene Kyle

Sheboygan Public Schools
830 Virginia Avenue
Sheboygan, Wisconsin
Contact: Fred Skebba

Watertown Public Schools
415 S. 8th Street
Watertown, Wisconsin
Contact: Eileen Scott

PUBLICATIONS:

In addition to those listed under DEVELOPMENTAL ACTIVITIES above, several handouts and articles have been written to help "tell the career education story" and provide guidelines for local efforts. These may be obtained from the Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702. Rather than writing curriculum guides at the State level, Wisconsin deliberately chose to write just a guide. However, many local guides have been written based on the suggestions and concepts in the K-12 State guide.

STATE COORDINATOR(S):

K-12
Robert Meyer, Career Education Consultant
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

13-Adult
Jim Fisher, Career Education Consultant
Wisconsin Board of Vocational, Technical, and Adult Education
4802 Sheboygan Avenue
Madison, Wisconsin 53703

WYOMING

STATE DEFINITION:

Career education is defined as an organized non-traditional integrated approach in the regular curriculum which gives purpose to education and prepares all learners of all ages and abilities with motivation to realize success in their careers, as citizens and as members of a family and the community.

(Source: Official Position Statement of the State Department of Education, November 10, 1973)

DEVELOPMENTAL ACTIVITIES:

State Plan - 1970.

Position Statement (Revised 1973).

State Board Resolution - 1969.

Legislation to be presented to Legislature - 1975.

Resource Guides: K-6; Orientation Guides for Grades 7,8,9.

Coordinator named - 1969.

State Department of Education Task Force to aid LEA's with implementation - 1974.

Career Education Advisory Council established in 1973. Local director, University representative, and State Department of Education Coordinator.

Career Education Conference, State Leadership, in Winter 1973 and Spring 1974.

PLACES TO LOOK AT:

School District #1
8th & Elm Streets
Casper, Wyoming 82601
Contact: Dr. Fred Pierce

School District #25
Riverton, Wyoming 82501
Contact: Keith Currey

School District #1
Powell, Wyoming 82435
Contact: Merlin S. Olson

PUBLICATIONS:

Career Orientation Grade 7

Career Orientation Grade 8

Career Orientation Grade 9

STATE COORDINATOR:

Paul L. Sizemore
Wyoming State Department of Education
State Office Building West
Cheyenne, Wyoming 82002

AMERICAN SAMOA

STATE DEFINITION:

None available at the present time.

DEVELOPMENTAL ACTIVITIES:

State Plan - continuous development.

Position Statement - 1972.

STATE COORDINATOR:

Mrs. Mere T. Betham
Department of Education
Tutuila
American Samoa 96799

* * *

CANAL ZONE

STATE DEFINITION:

No official definition has as yet been adopted.

DEVELOPMENTAL ACTIVITIES:

The Canal Zone is an anomalous entity with respect to other "States." We have only one system with only 12,000 students. Our career education program has not gone beyond the early planning stage.

STATE COORDINATOR:

Russell W. Annis, Ph.D.
Director of Curriculum and Coordinator
of Career Education
Box M Schools Division
Canal Zone
Balboa Heights, CZ

* * *

GUAM

STATE DEFINITION:

None available at the present time.

DEVELOPMENTAL ACTIVITIES:

State Board Resolution - 1972.

Position Statement - 1972.

Coordinator named - 1973.

Budget - 1973.

Assistant Superintendent for Career Education - post created.

STATE COORDINATOR:

John C. Salas
Division of Vocational Education
P.O. Box DE
Agana, Guam 96910

Dr. Michael Rask
Assistant Supt. for
Career Education
Division of Vocational
Education
Department of Education
P.O. Box DE
Agana, Guam 96910

* * *

PUERTO RICO

VIRGIN ISLANDS

Information on these Territories was not received prior to the time of publication of this chapter. The Coordinators are listed below for those desiring information on activities in these areas:

PUERTO RICO

Jasue Castillo
Special Assistant to
Secretary of Education
State Department of
Education
Hato Rey, Puerto Rico 00919

VIRGIN ISLANDS

Albert Ragster
Department of Education
Division of Vocational Education
P.O. Box 630
St. Thomas, Virgin Islands 00801

CHAPTER 4

CAREER EDUCATION K-12

Career education has found its greatest support and exerted its greatest influence to date in elementary, middle, and secondary schools. It is in these settings that most of the funds have been placed; it is in these settings that most of the projects, curricula, staff development, and evaluation have taken place; and it is in these settings that creativity has most flourished. Available information indicates that career education is now taking place in approximately five thousand of our nation's seventeen thousand school districts. This growth, over a period of only four years, is testimony to the attractiveness and substance of career education.

Many of these five thousand school districts have excellent career education programs, developed over a period of three or four years. An even greater number of these programs are still in the formative stages. But wherever the program and whatever stage it is in, career education appears to have ignited the innovativeness of teachers, parents, administrators, counselors, and members of the business, labor, industry, and professional community. The following pages attempt to portray the diversity and creativity of career education in two ways. First, three programs are described in some detail to give a flavor of what a rather comprehensive approach to career education means. Second, a large number of activities are described which are going on in career education programs due to the efforts of the various key participants in career education. No one of these second group of activities is meant to suggest a "career education program," each activity is discrete and could go on by itself whether a full-blown program is in operation or not. As in other parts of this document, no endorsement or stamp of approval is intended for any project mentioned. These examples are offered as just that - examples. Many other effective and innovative efforts are going on.

CASHMERE, PESHASTIN-DRYDEN PUBLIC SCHOOLS, WASHINGTON

First grade students describing themselves, their interests, and their families while occupying the "throne" as the VIP (Very Important Person) of the Week and high school students interviewing performers, music publishers, retail storeowners, and instrument repairpersons to learn about careers in music are two examples of the kinds of activities taking place in the Cashmere, Peshastin-Dryden career education program. Serving all grade levels in all schools of two separate school systems, a breadth of coverage difficult to match in more heavily populated settings, the Cashmere, Peshastin-Dryden program believes strongly that "CAREER EDUCATION calls for the combining of "formal educational experiences" ... the classroom ... with the reality of the world of work. It's not for any one particular group, and it's not an attempt to replace the existing educational program with a whole new one."

The Cashmere, Peshastin-Dryden career education program began because of the efforts of a small group of teachers in a single, team-taught fourth grade classroom. By the end of its second year, the enthusiasm of these teachers had spread career education to the entire elementary school staff. As in many other similar cases, this early development took place without any specific career education funding. With the help of a Federal grant under Part C of the Vocational Education Amendments, these efforts spread throughout all grade levels in both districts. While these Federal funds terminated in mid - 1974, the program and its three-person staff continue to operate with funds provided by the local school systems and the State Education Agency. Career education has quite noticeably "taken hold" in Cashmere and Peshastin-Dryden.

It is difficult to identify any single determinant of success in this career education program. The manner in which Cashmere and Peshastin-Dryden teachers have responded to career education is certainly at least one major factor. The way in which the program staff have encouraged the participation of the community is an equally strong feature of this effort.

Teacher Innovativeness: As in most successful programs, the Cashmere staff relies on teacher creativity to make career education really work. A number of activities are conducted to stimulate teacher involvement. Lectures, demonstrations, workshops, and group discussions have involved almost all staff in the two districts in exploring the meaning of career education and developing materials for classroom use. Numerous individual contacts with teachers are also made throughout the year to solve specific problems.

One example of these inservice activities is the use of video-tape as a way of spreading ideas on integrating career education into classroom learning. In the first step of this three-step process, a small number of teachers meet to become familiar with certain career education materials and plan for their use with their students. In the second step, teachers and students are taped as they go through the learning activities in a real classroom situation. The teachers then get together to view the tape, discuss their performance, and plan for transporting the ideas to other classrooms. In the third step, all other interested teachers come together in an inservice session to view the tape and discuss ways of using and expanding on the materials in their own classes.

The proof of these efforts is apparent in the broad range of activities students actually undertake:

* In one elementary class, students spend about 20 minutes a day for three weeks exploring the variety of occupations within their own school. After touring the school to look at the different types of work done, student committees invite workers (e.g. secretaries, cooks, janitors, bus drivers, etc) to their class and interview them about their jobs. They then write stories and draw pictures about the workers. The students also visit the workers for more detailed learning about their jobs (including demonstrations), have their pictures taken with them, and write thank you letters for all the help they have received.

* In a team-taught fourth grade "Restaurant Unit" students set up and operate a one-time dinner for about 250 parents. The students: select a menu; prepare a budget for food and materials; visit a local bank to borrow the necessary money and open a checking account; make uniforms, decorations, and menus; buy prepare and serve the food; and pay their bills. The profits are then used to dine out in a local restaurant.

* Familiarity with the continental land survey system and related occupations is but one outcome of an eighth grade unit on this topic. Students also improve math, writing, science, and social studies skills as they talk to people from the State Highway Engineer Department and the U.S. Forest Service, work with transit and levels, construct maps ,do related math problems, visit the Smokejumpers Training Camp and write about their experiences.

* Tenth grade English students improve writing skills and learn about media occupations through a two-week unit on advertising. After studying examples of various jargon,styles, motives, and types of advertising, students discuss the various jobs existing in the world of advertising. The unit ends as each student chooses a product of interest, based on her or his hobby or career ambitions, and compiles a portfolio for a prospective employer.

These and scores of other teacher-generated ideas are a continuing part of the Cashmere,Peshatin-Dryden program. Three curriculum guides have already been published, and teachers across the State are benefiting this school year as program staff ,with State funding, are traveling throughout Washington to conduct inservice workshops. With the requirement that each workshop participant develop at least one classroom unit infusing career education into the regular curriculum, the flow of ideas is guaranteed to continue.

Community Involvement: No career education effort can succeed without strong ties to community resources. The Cashmere and Peshatin-Dryden school systems illustrate this well. Not only do they work with a community advisory committee, conduct field trips, hold meetings with parents and provide work experience sites for students-common career education activities - they also use the community in new ways. Teachers, and especially the guidance staff, have developed ideas such as the following:

* A Community Guidance Cadre, consisting of over 100 local community members, provides one-to-one career counseling for high school students. Upon request of a teacher or counselor, members of the Cadre talk to individual students about their jobs-training needed, nature of the work, satisfying and dissatisfying aspects, job possibilities, etc.

* Recognizing that many faculty members have part-time or full-time work experience in areas other than education, as well as hobbies and other skills, the Cashmere,Peshastin-Dryden staff have conducted a survey of the faculty in order to identify and capitilize on this experience. Faculty are "community resources" too, as Cashmere and Peshastin-Dryden students are now happily learning.

* Students are also resource people. Twelfth grade students have been involved in various on-site job research activities, and, as a result, they have prepared many written, taped, and photographic reports. These reports are not only shared with the rest of the class but with other classes and grade levels as well.

* To the benefit of the students as well as the resource people, the school staff have also sought to involve senior citizens in the career education program. The skills, experience, and insight of this group have, to date, been eagerly sought.

As the above examples show career education can indeed thrive in a rural setting. While precise benefits, in terms of learner outcomes, will require detailed analysis to determine, career education is catching the imagination of students, teachers, administrators, parents, and the community in Cashmere and Peshastin-Dryden. As proclaimed on a litter bag developed and distributed by school staff: "Our Bag is Career Education."

MESA, ARIZONA

Learning to live, learning to learn, and learning to make a living are the triple goals of the Mesa, Arizona district-wide K-12 career education program. Now in its fourth year, the Mesa program is guided by the philosophy that "each student has to have a program relevant to his becoming a self-fulfilled, productive, and contributing citizen." But as program staff note, "career education is not an attempt to funnel children into career tracks from a very early age... Students will have the same choices concerning lifestyles and the time to make these choices as they presently do; hopefully, though, they will have more information about possibilities and a greater decision-making ability."

Unlike many career education programs, Mesa has had the benefits of: (1) support from the U.S. Office of Education and later the National Institute of Education as one of six Comprehensive Career Education Model sites; (2) active support and funding from its own State Education Agency; and (3) other Federal funds under the Vocational Education and Elementary and Secondary Education Acts.[1] With this help, the Mesa staff of 22 full-time and 14 part-time personnel has initiated a four-pronged approach touching nearly all aspects of the school program. Project activities fall into roughly these areas: (1) curriculum and materials development; (2) staff development; (3) community resource usage; and (4) counseling, guidance, placement, and follow-up services.

Curriculum and Materials Development: Under funding by both NIE and the State of Arizona, Mesa staff and teachers have developed a large number of career education curriculum units. Each unit has evolved through a detailed process involving objectives and unit writing, pilot-testing, field-testing and revision. As these units are completed, they are made available to local teachers who are given assistance in integrating them into their existing curricula. State-funded units are distributed State-wide through the Arizona Career Education Clearinghouse. Units have been developed for all grade levels. A brief sample shows the nature of these units:

---

[1] It is important to realize, however, that this degree of financial support is not essential to begin an effective career education program. The rest of this chapter, and even the Mesa project, is filled with examples of low or no cost ways to improve any system's educational program along the lines of career education.

- * An elementary school unit called "School Skills: Now and Later," helps children realize that the academic, social, and artistic skills they are learning in school are helpful in daily life. Activities include guest speakers from within the school to show how occupations within the school depend on these essential skills.

- * In a middle school unit called "Telefiction," students use science fiction as a spur to investigation of careers. After reading science fiction in the first lesson, students survey jobs in the television industry. They complete forms for a social security number and a job application and are interviewed for a job of their choosing by a student "personnel director." The "hired" students then simulate the development of a futuristic television program. The unit ends with a field trip to a television studio.

- * A secondary school unit called "Guidelines for Career Development in the Sciences," helps students explore worker traits, entry skills, benefits, and employment trends as they relate to science occupations. Activities include a field trip, guest speakers, and taped interviews.

In addition to these units, the Mesa staff produces three other types of materials: (1) specification, or "spec," units which equip high school students with specific job entry skills (e.g. "Accounting Clerk Guide;") (2) "Career Awareness Briefs," short periodicals to share innovative career education activities of Mesa teachers; and (3) career education activity kits. These latter are 10-15 minute self-directed hands-on instructional materials to help students relate school-learned skills to the world of work. A brief listing of these kits includes:

"Career Cards" (similar to rummy); "Making Your Own Camera;" "Mathematics for Fun and Learning;" "Urban Planner;" and "Casweorker."

Staff Development: While high quality curriculum units are an important resource, the Mesa staff recognize that teachers knowledgeable about,skilled in, and committed to career education are an even more essential asset. Each teacher in the district has thus completed a fifteen hour orientation to career education conducted by the project. Over two hundred teachers have received curriculum development training as they prepared career education units. Competency-based training materials are being developed in such areas as field trip and guest speaker strategies, and additional competency-based efforts are planned.

An excellent example of Mesa's staff development program in career education was the "Work Exposure Program for Educators." This two-week workshop helped over seventy elementary, middle, and senior high school teachers learn more about the world of work and how to develop career education activities for infusion into their regular curricula. Community resource persons, fifteen work site visits, and tele-lectures were used to stimulate teachers' thinking. Resources were also available to help teachers preview media, explore existing materials, and request and schedule guest speakers and field trips for the coming fall.

Use of Community Resources: Vital to the success of any career education program is the ability to bring the school into the community and the community into the school. Mesa has succeeded well in this effort. A Community Resource Service (CRS) has been set up to help teachers arrange for career education related speakers, trips, media, individual student counseling and work education experiences. CRS staff contact community resources before school starts and make personal visits to explain the career education program and gain cooperation. Teachers make requests directly to the CRS which then facilitates the linkage.

Another Mesa effort in this general area is the Work Education Program. This program is instituting a coordinated approach to out-of-school learning for senior high school students through four levels of work exposure:

(1) career observation tours (for whole classes); (2) work exposure (allows individual students to visit job sites for periods of up to several weeks); (3) work experience (part-time work throughout a semester); and (4) cooperative education (coordinated classroom instruction, on-the-job training, and follow-up with family and employer.)

The Alternative High School is another aspect of Mesa's use of community settings. Students in this program participate in classroom learning and extensive work exposure and experience in five cluster areas: communications; fine arts; social science; science and mathematics; and recreational physical education. For example, work experience opportunities in the communications cluster include layout, printing, platemaking, photography, commercial art, TV studio, etc.

Guidance, Counseling, Placement, and Follow-up: The Mesa program has expended considerable effort in its career counseling system. During early 1972, staff conducted a needs assessment involving students, parents, teachers, counselors, and school administrators. After identifying priorities, existing programs were assessed for adequacy and new programs developed to fill the gaps. These new thrusts include:

* A computerized career information system containing educational, occupational, and labor market information based on the most current data available at the local and national levels.

* A student-centered Career Education Management Information System Integrating individual student data with general career information.

* An active staff development effort for counselors including training of guidance para-professionals.

* Over twenty guidance units developed for all grade levels and including topics such as: decision-making; interpersonal relationships; self-awareness; emotions; career planning; and coping with the information explosion.

MEMPHIS, TENNESSEE

Successful career education in an urban setting with a focus on the needs of students from low-income families is the goal of the Memphis SPAN (Start Planning Ahead Now) program. Initially funded as a demonstration project by the Office of Education, SPAN's funding was largely taken over by the Memphis Board of Education when Federal funds ran out. This is supplemented by a State Model Careers grant.

Bothered by the large number of students who dropped out as soon as they reached age sixteen and by the large percentage of students who entered neither a job nor further education after graduation, the SPAN staff of sixteen teachers and coordinators set up a K-12 program for a target population of 38 of the city's 175 schools. Now in its fourth year, the project has developed a number of innovative activities. These activities focus heavily on job preparation and placement, perhaps more so than in most career education programs, which concentrate on unpaid work and leisure roles as well. Yet SPAN serves a student population which often has not realized its employment goals. SPAN's emphasis is thus essential if career education for low-income students is to be truly more than the promise of a world of work which they can never realize.

Elementary school students are exposed to a wide variety of careers through the use of a series of ten Instructional Television films aimed at fourth, fifth, and sixth graders. After the introductory film "Why We Work," students see films on each of nine career clusters. Each film is patterned after a popular television program to stimulate interest and presents a range of careers within the cluster. The films, produced by the city's public television station, are each followed by field trips and hands-on experiences to further facilitate student awareness and exploration.

Junior high school students are urged to explore a limited number of clusters in greater detail. In addition to resource speakers, field trips, role playing, mini-courses on careers, career months, and hands-on activities, students sixteen and older can participate in part-time work experience - often a key factor in keeping them in school.

An important feature of the career education program which begins at the junior high level is a detailed career information system. Any student may fill out an inquiry card and receive a printout of career information from the Computer Assisted Career Information system. While this information is limited to such areas as job opportunities, skill and training requirements, working conditions, and pay ranges, students can get more specific information from the project's INFOE (Information Needed for Occupational Entry) file. A program job development coordinator working with the local employment service assures that this information is kept current.

The high school portion of the SPAN program adds to these career education activities by a heavy emphsis on post-high school placement. Job orientation classes and mini-courses emphasizing needed specific job skills for seniors are combined with job placement and vocational guidance centers in each target high school. Work experience opportunities also help students continue to explore and prepare for careers of their choice. Career fairs are also included in this program.

As in most career education projects, SPAN's success is difficult to measure until more time has passed. Some encouraging signs are available, however. The dropout rate in project schools during the ninth and tenth grades (when most students pass the compulsory attendance age limit) has decreased one full percentage point at the same time that the rate for the same age group in the district as a whole has increased one tenth of a percentage point. The placement statistics for SPAN are also promising. During 1973, 95 percent of all graduates were placed in either jobs or further education. This represents an increase of over 50 percent from pre-project days, according to project data. It also appears that more students are now going on to post-secondary education than was the case previously.

****

While the above descriptions give some flavor of what career education looks like in practice, the reader is encouraged to learn about many more projects, especially those which appear to have needs similar to his or her own. Even better than reading, of course, would be project visits. The following brief activity descriptions give a fuller view of the diversity within career education and may suggest some additional sites to look at. The list under each State in Chapter 3 provides further names.

TEACHER CREATIVITY IN ACTION

One indisputable fact about career education is that it cannot succeed without the active support and creative efforts of teachers at all levels. Career education is not confined to one subject area nor one particular type of teacher; it depends on a myraid of ideas in every kind of learning situation. All classroom teachers must locate and/or devise methods and materials to help students understand and appreciate the career implications of the subject matter being taught. All classroom teachers must use career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation. All teachers must help students develop, clarify, and assimilate personally meaningful sets of work values.

*In some cases, schools make minor schedule changes to help their teachers implement career education. In Wickford Junior High (North Kingstown, Rhode Island), teachers went off the traditional bell schedule and used the first twenty minutes of each day to discuss work values, work habits, and other career education concepts, Commercial materials, such as job experience kits and job inventory check lists were also used to help students explore career-related ideas and interests.

*Elementary teachers conduct a wide variety of activities to help young children become aware of the world of work. Teachers in Wilson Elementary School (Corvallis, Oregon), as well as teachers in many other schools throughout the nation, use a game called "Career Bingo." The teacher (or a student) reads a clue card containing information about a particular type of worker. The class identifies the worker and locates her or him on their cards, which contain pictures or names of workers of all types.

*Elementary teachers in Ceres,California conduct a simulation activity called "micro-society." Students take roles of all types of workers (employers, employees, consumers, tax payers, citizens, etc) and community people come into the schools to reinforce the relationship between the simulated and real worlds.

*Teachers in the Albuquerque, New Mexico career education program help elementary students learn language arts through such activities as compiling a newspaper. Such an effort involves writing, spelling, math, art, graphics, categorization, reading, and a variety of other content areas which take on new meaning and excitement for students as they turn out their own "hot off the press" edition.

*Students in many New Jersey elementary schools explore careers with their teacher's help through use of the Technology for Children (T4C) program. They also learn basic subject skills at the same time. T4C classrooms contain a variety of learning centers with hands-on learning activities and materials. Students may construct projects using hand and power tools, write and produce a play (including preparation of costumes and scenery), or engage a variety of other real world experiences. In addition, field trips and speakers are used to add another dimension of the real world to these learning activities.

*Career education also turns teachers and students on at the junior high/middle school level. At Riverton Junior High School (Riverton, Wyoming), each room displays careers related to the subject being taught. Students that are particularly interested in a certain subject area are helped by the teacher to explore, in depth, a job or jobs which relate to the subject. Such student research includes finding out about job characteristics, job requirements, job locations, and the life style associated with work of a particular kind. Another activity planned for Riverton students is a class to be called "Social Economics." Students will set up a company, decide on a product to produce, sell stock, manufacture the product, and market and sell what they have produced. Professional and non-professional work roles will be explored, and through this approach students will learn English (contracts, correspondence), math (time cards, pay rolls, stock selling), art (advertising), and social studies (management and company structure). The course will be team taught and interdisciplinary credit will be given.

* A creative librarian in Lufkin, Texas helped her intermediate school students explore career opportunities for women. While the project, which took about three weeks, initially involved only girls, boys soon demanded in. The students looked through all types of library materials and brought many others from home. They made posters, slides, and games to increase career awareness for women. A special focus on minority women was added, thanks again to the librarian. Back in their English classes, the students wrote summaries, made outlines, and developed vocabularies using the local community to talk about their jobs. One highlight was a woman who directed the work of a crew of men at a local foundry.

* High school teachers also get into the career education act. English teachers, guidance counselors, and career education project staff in Spencer, New York team taught a course called "Careers in Fact and Fiction." Through short stories, plays, poems, magazine articles, field trips, and individual study, students explored a variety of work roles and work values as they more carefully developed their own future plans.

* High school students in Lufkin, Texas, under the creative leadership of their English teacher, write an original biography of some member of their family. During the interviews and research needed to get this done, students learn such important life skills as note taking, interviewing techniques, organization of ideas, story telling, paraphrasing, writing,etc. They also learn about the real world of work, how human values affect work choices and experience, how career transition takes place, and how life style is related to career choice. Another highly important outcome of this approach is the increase in family understanding that frequently comes as a result of the student's efforts and the family member's cooperation.

* High school speech students in Casper, Wyoming, learn about job getting skills with the help of their teacher and community resource people. A representative of the district employment office first speaks

with them about job interview techniques. Students then fill out job application forms and participate in mock interviews conducted by volunteers from local business and industry. With the help of the guidance counselor and the employment office, these mock interviews are videotaped for later student study.

* High school teachers in Hinesville, Georgia helped their students as well as younger children gain a valuable career experience when they suggested that their para-medical career cluster students demonstrate what they had learned to fourth grade children. The students become motivated to study the subject better in order to deliver an effective demonstration. They also found that they enjoyed working with younger children (and thus explored teaching as a career). The fourth grade students not only learned that doctors aren't all that scary, but they also learned more about the field of medicine. Other cluster teachers are now planning similar demonstrations.

Examples such as these can be found in almost every school, whether it is officially called a "career education school" or not. Whenever teachers are freed to be as creative as they really are, career education is certain to benefit. Considerable effort is expended in many career education programs to stimulate and develop this creativity. This usually takes the form of staff development activities specifically designed to support the career education program. A few examples illustrate what is within easy reach of any school system:

* A career education teachers' workshop in Liberal, Kansas, set out to develop a handbook of people, places, and materials which could be used in bringing the community into the schools and the schools into the community. Each workshop participant took responsibility for contacting five businesses and requesting their help in the career education program, including the availability of materials and people and the possibility of field trips. This not only helped build the handbook, but it increased teacher-community contact and understanding. One group of workshop participants also surveyed the school library for materials which could help in the career education program. Another group viewed and summarized audio-visual materials for use in the program. Each teacher in the school system now

has a copy of the completed handbook for use in integrating careers into classroom learning.

- * Staff development programs in Mesa, Arizona use a variety of techniques to help their teachers use their imagination. Single concept training modules (30-40 minutes each) are used to work on attitude development. Work experience programs are set up for teachers to explore the world outside the school. Many teachers actually participate in career education activities used for students as a way of introducing them to the realm of experiences which they themselves can generate.

- * Teachers in Morrisville, Vermont intern with already experienced teachers to learn the career education techniques that these teachers have developed.

- * Teachers in Ceres, California are allowed to develop career education units on a performance contract basis. This encourages their creativity as well as helping them earn for their extra effort. While they get 75% of the contract when the unit is finished, the reamining 25% is paid only after evaluation of student performance based on the unit.

- * The State of Indiana has been particularly helpful to its teachers through its Career Resource Center. This mobile van contains information on all exemplary career education projects in the State and travels around to local school systems to help conduct workshops and display the efforts of local school people to each other. This traveling treasure-house gets many teachers excited about what they too could add to its collection.

COUNSELING AND GUIDANCE PERSONNEL AND CAREER EDUCATION

The creativity which makes career education go is by no means limited to teachers. Counselors and guidance personnel have key roles to play as well - and playing them they are. Throughout the country, innovative counseling and guidance personnel are helping teachers implement career education in the classroom. They are serving, usually with other educational personnel, in a liason role between the school and the business-labor-industry-professional community. They are helping students make and implement career decisions and are helping implement career education through working with parents. They are also participating in part-time and full-time job placement programs and in follow-up studies of former students.

- Counselors in Apex, North Carolina participate in a wide array of activities aimed at helping teachers and students implement career education. The counselors maintain an active Occupational Resources Center for use by classes or individuals. They developed and keep current a Resources File of local community persons willing to help out through coming to the school to talk to students, providing field trip sites, or work experience sites. The counselors also arrange for needed transportation. Apex counselors conduct staff development programs for teachers and identify jobs available for students by actively working with local businessmen. The counselors also do extensive individual and group career counseling and guidance, through cooperation with Social Studies and English teachers. Follow-up of graduates and other students who have left the schools is also conducted to help them and improve school programs.

- The career guidance program at Winnacunnet High School (Hampton, New Hampshire) offers a variety of useful services. One highly successful feature of the program is the peer counseling activity. Students in senior high school are trained in such interpersonal skills as listening, giving feedback, facilitating discussion, and conducting groups. They then serve as peer counselors to other students and work with parent and community volunteers in such activities as tutoring, orientation, and in running the "Rap Room." Other aspects of the Winnacunnet program planned by counselors include: (1) orientation for freshmen (includes value and attitude exploration, decision making, course planning, and world of work information); (2) career counseling for sophomores; (3) a placement service by which students can get help in finding meaningful work settings (part-time, full-time, volunteer, etc.) for pay, for credit, or both; (4) career days and a military careers week; (5) a Career Resource Center; and (6) a student assessment program, in which students, aided by guidance staff, teachers, and others can take a variety of interest and aptitude inventories to explore possible careers.

- * The Mt. Ararat School Guidance Department (Topsham, Maine) runs a diverse program of career services. Seventh and eighth grade students are helped to explore values through values clarification techniques. Ninth grade students improve their decision making. Career exploration groups in grades 10-12 include a number of job observations in the community. Other guidance sponsored activities include: (1) job simulation in which students apply at job stations throughout the school to do certain service-oriented work in the school (Formal application and interview procedures are used and students receive academic credit for their work); (2) a women's careers group to help senior women explore career possibilities; (3) field study through out-of-school extended work experiences; and (4) weekly resource person visits to the school.

- * Students in Canby, Oregon, with help from their guidance counselors, are among about 66% of all Oregon students who use the computerized Career Information System being developed by the University of Oregon. Students in seventh grade on up through adults can obtain occupational descriptions, education and training opportunity information, and names of people in the local community who can be visited for interviews. Through the help of agencies such as the Oregon Employment Division, local school districts, and local business-labor-industry personnel, the system is regularly updated.

- * The Leon School District Career Education Project (Tallahassee, Florida) is one of many throughout the State actively implementing a new approach to career guidance, counseling, and placement. Under a State mandate, the position of Occupational Specialist has been created to assist counselors in providing career services. Counselors and Specialists provide placement information and help for graduates and other school leavers in such areas as job placement; community college or four year college/university placement; adult education; military service; sheltered workshop placement; and private school placement. In addition, follow-up studies are conducted to determine the effectiveness of school programs in preparing students for the world of work. Many

Occupational Specialists also provide services to middle school students as well to help them explore the world of careers.

* With the help of the guidance staff, the Lake Zurich, Illinois career education project conducted a follow-up study on graduates which illustrates the effectiveness and utility of many such studies done at the local level. Graduates who had been out of school for one, three, and five years were studied. The results showed that the percentage of students going on to college was smaller than those going directly into paid employment. The study also concluded that many educational opportunities graduates would have liked to have were not available in the system. As a result of this follow-up effort, the school board decided on active participation in the State's career education five-year plan. The board also decided to actively support the Area Vocational Center and to initiate work-study programs in the schools.

* Counselors and other personnel in Highland Springs, Virginia decided to improve their own knowledge of the world of work through first-hand experience. With the help of the Chamber of Commerce, they participated in a six-week summer program called "Project Shadow." Each counselor spent two weeks with a utility company, one week with a bank, one week with a hospital, one week with a retail merchant, and one week with a manufacturer.

INVOLVING THE BUSINESS-LABOR-INDUSTRY-PROFESSIONAL COMMUNITY

To be serious about making the community the classroom, career education must actively involve the business-labor-industry-professional community. That community must be brought into career education policy formulation. It must also be seen as a provider of observational, work-experience, and work-study opportunities for students and for teachers, counselors, and school administrators. The business-labor-industry-professional community must also be involved in serving as career development resource personnel for teachers, counselors, and students. Participation of this wider community in part-time and full-time job placement programs can also help career education accomplish its objectives. The potential for exciting and helpful use of the vast resources of the community is almost unlimited. And the willingness of those in the business-labor-industry-professional community to voluntarily help the schools is only beginning to be tapped.

- * A local cafe owner in Ceres, California has given that career education program an added dimension. On his day off, he turns his restaurant over to students who run it themselves. They take on all of the necessary roles, he provides the students with food at wholesale prices and they collect the day's profits for use in class projects. In addition, he donates his own time on his day off to train and supervise students as they operate the cafe.

- * The business-labor-industry-professional community in Watertown, Wisconsin has been particularly helpful in assisting the junior and senior high schools in setting up a collection of visual materials on the world of work. The community persons outline work stations (specific jobs) which students then photograph. A variety of skills and people are included; many times former graduates are the workers involved. When the slides are ready, the business-labor-industry-professional workers write a brief description for use on a separate slide. These slide shows are placed in the student commons and run continuously to utilize student "dreaming time."

- * In order to facilitate involvement of the community in cases where field trips were not feasible, the New Albany-Floyd County School Corporation (New Albany, Indiana) established a conference telphone system. Using three microphones and an amplifier, an entire class can participate in a telephone conversation/interview with a local or long distance business, labor, or industry person. One example of the creative use of this approach was the call made by a fifth grade class to their teacher's brother to learn about being a Rehabilitation Counselor for the blind. For less than $15 this class learned not only about an important career but that blind people function fully - and indeed most effectively - in society. A local directory listing people instead of services is now being readied for the conference phone for this year.

- * The approach followed by the career education project in East Providence, Rhode Island is similar to that of many school systems around the country. The project hired a non-educator, a person with experience in the business-labor-industry community, to act as liaison between the schools and that community. During 1973-74, visits by over 2,600 students to more than 250 community sites were made based on the coordinator's efforts. This approach is particularly effective as business people sometimes find it easier to communicate with someone with a similar background to their own.

* With the very active assistance of State-level and local business, labor, industry, and educational organizations, the Denver Junior League (Denver, Colorado) sponsored a week-long "Career Explo" in March, 1974. Over 40,000 seventh to tenth grade students from throughout the Denver area (and others from the rest of the State) were bussed in to observe the more than 250 exhibits paid for, set up, and staffed by local business, labor, industry, and professional community persons. Pre- Fair Student Inventories were used to stimulate career planning. A Student Guide was given to each participant and all participating teacher's received inservice training prior to the opening of "Explo." Over 15,000 adults also visited the fair during the afternoon and evening hours. Many additional outcomes of this activity are now being realized, including increased awareness of career education in the community, student internships in local businesses, and increased participation of the community in career education programs.

* In Los Angeles County, California, more than 100 separate business, labor, industry, and government groups participate in the Los Angeles County Alliance for Career Education. The Alliance sponsors work experience, observational, and work-study activities for students in the Los Angeles County Schools. The Alliance also sponsored a Career Expo for over 190,000 students and conducts a Personnel Exchange Program which allows teachers and counselors to explore different work environments.

* Another way to creatively use the business-labor-industry-professional community is through such efforts as the Youth Motivation Task Force of the National Alliance of Businessmen. This program organizes volunteers from local business and industry who can effectively relate to disadvantaged students on the basis of having similar backgrounds. In Akron, Ohio,

for example, this program is taking place at two junior high schools. Thirty-two representatives from business, industry, and social and governmental agencies formed two-person teams to work with students in the schools. Through classroom visits, these teams impress eighth grade students with the importance of education as preparation for work. The program also includes opportunities for in-depth exposure of students to career fields of their choice.

* The community can be particularly helpful in staff development programs to better prepare educational personnel to deliver career education services to students. In Dix Hills, New York, for example, a number of teachers participated in "Operation Shadow." Each Monday during the six-week summer program, teachers were assigned to a morning or afternoon job for the week. One teacher accompanied a telephone installer another worked in a bank, a third shelled fresh shrimp and loaded the dishwasher in a hotel kitchen. Other various jobs included carpet installation, hospital work, typewriter repair, and retail sales and management. Teachers strongly agreed that this project activity helped them do a better job of translating the world of work into learning activities for their students.

* During 1974-75, Portland, Maine schools will partcipate as have many others throughout the country, in a Career Guidance Institute. This particular Institute will be sponsored by the Chamber of Commerce, the National Alliance of Businessmen, and the University of Maine. All 650 educators in the system were surveyed and 90 will participate in the 50 clock hours of visitations, discussions with business-labor-industry personnel, and other activities. Fifty community groups will be involved in helping teachers, counselors, and administrators observe workers, talk with them, and have round-table discussions with personnel directors and top level management. Each person successfully completing the program, which includes taking out a student field trip, will receive three graduate credits from the University.

* The Comprehensive Employment and Training Act (CETA), passed by Congress in 1973, offers a very useful vehicle

for providing career education to youth and adults. The Elkhart, Indiana career education program made excellent use of CETA in a summer program for students aged 14-16. Teachers in an area vocational technical center were asked to select five exemplary tasks for their careers, yet tasks which were action centered and could be mastered in a short period. Students were paid by CETA to attend the program, in which they rotated systematically through six of twelve career areas. In addition, each student received 15 hours of group guidance dealing with decision making and job seeking skills.

* The All Volunteer Armed Forces is another career option increasingly being presented to students. In Watertown, Wisconsin, for example, students are able to view slide presentations on Armed Forces technical training centers due to the cooperation of the Armed Services in preparing these presentations. In other communities, teachers, counselors, and administrators participate in "Educators Orientation Tours" of local military facilities to get better acquainted with career possibilities in the armed forces.

PARENTS AND EDUCATIONAL ADMINISTRATORS: MAKING IT REALLY WORK

Two other groups, without which career education cannot hope to flourish, are parents and educational administrators. Parents must help their children acquire and practice good work habits. They must also emphasize the development of positive attitudes toward work and positive work values. Parental support of the career education program must also include reinforcement of program goals whenever possible.

For their part, educational administrators must emphasize career education as a priority goal. They must provide leadership and direction and involve all segments of the community in program planning and operation. They must help find and use resources and initiate organizational changes needed to accomplish career education goals. Without their active support, and this includes the commitment of school boards, career education will be stifled and always a secondary goal.

* At Ira Allen School (Burlington, Vermont) students are encouraged to take a cassette recorder home to interview their parents about their jobs. Parents have become so impressed with this activity, and the quality of the questions their children ask, that they frequently call in neighbors and relatives to provide other opportunities for interviews. Parents are also sending questionnaires to friends and relatives in other cities to get information for their children about careers these people have.

* In the Cincinnati, Ohio career education program parents of middle school students receive a form with suggestions as to what they can do to reinforce career education during summer vacation. Ideas include games to be played, local places to visit, and things to look for while visiting.

* Since many parents cannot participate in career education activities during the day, some programs schedule nightime activities. In Akron, Ohio, for example, evening mini-courses for parents are conducted to help them develop ways to assist their own children's career development. These courses also often involve extensive observation of vocational programs available to students.

* The career education project in Syracuse, New York uses a variety of methods to draw on parental expertise. Each building principal involved parents in initial project planning. Parents sit in on curriculum writing workshops to review and help develop resource materials for career education. Project staff meet with PTO groups to explain career education and show them project resources, such as the career center and skill laboratory. Informational letters are also sent to parents on a regular basis to keep them abreast of the latest career education developments in the schools.

* The New Castle, Delaware career education project uses three major techniques for involving parents. Parent orientation meetings are held before any career education program is started in a school. Every two months parents are asked to complete an evaluation form which elicits their concerns and

degree of support for the project. Parents are also used as resource persons in the schools and on field trips.

* Extensive efforts to involve parents are a key part of the career education project in Ogden, Utah. Seventh grade students are required to spend two days on the job with their parents to learn more about what their parents do. In eighth grade, parents come to the school for two days to meet with counseling personnel and teachers and help their children discuss careers. Parents come in more frequently for this purpose in the following years so that they are actively involved in their children's career planning. The Ogden staff make exhaustive efforts to involve all parents. In many cases, they visit the parents on the job to talk to them and get their support.

* The effect that strong administrative support can have on a career education project is typified by the career education program in Syracuse, New York. The Superintendent opens all community orientation meetings on the program and the district policy bulletin states that elementary career education is the district curriculum for elementary students. The Board of Education is equally committed. It has passed a resolution making career education an integral part of all instruction and has approved funds to continue the program now that Federal funding has ended. The Board has also approved funds for all supportive services of the program (e.g. bussing for field trips) and will provide funds for orienting elementary school staff to career education during the present school year.

* School administrators in Columbia, South Carolina have shown strong support for the career education effort since before its formal beginning. The school board adopted a career education policy and established advisory committees before outside funding was received. The district has committed local funds to key areas of the career education effort to assure its continuation in the future. Administrators and principals participate in all-day design conferences to shape the evaluation and revisions of the program, and the

school administration has insisted on the full integration of career education into existing curriculum rather than the establishment of career education as a separate subject.

- Project staff in Woodbridge, New Jersey have proposed Leadership Training Institutes to provide training for school board members, top school administrators and lower level administrators in career education and to assure their active involvement in program development.
- By using board members as resource people for the project and by extensive efforts to keep them informed of and involved in project activities, the Liberal, Kansas career education program has received strong school board support. During their most recent North Central evaluation, the Board of Education requested that career education be written into the school philosophy. When State funding of the entire project ended, the Board voted 6-1 to take over the cost.

MEETING SPECIAL NEEDS THROUGH CAREER EDUCATION

Career education claims to be for all people. While this claim is easy to justify in principle, it is considerably more difficult to fulfill in practice. To meet the needs of all persons, career education must serve the handicapped and the gifted and talented. It must also serve the poor and those who belong to minority groups. Still further, career education must serve the special needs of women in a society which has discriminated against this group in countless ways. While innovative career education efforts are underway to meet the needs of these special groups, as some of the following examples show, it would be incorrect to say that these efforts are commonplace. Major initiatives at every educational and governmental level are still needed to make career education a reality for these populations.

- An elementary school career education project in Warren, Ohio has undertaken to make career education a reality for mentally retarded students. A world of work booklet has been produced with suggested lesson plans specifically tailored to the needs of these students. A "Thrifty Savings Bank" lesson helps students learn personal financial management. In return for work on certain tasks, they receive simulation money which they can save or spend for privileges such as games, books, and the use of puzzles. Students pay "rent" for their classroom space and a school "tax," and they are helped to keep a record of their earnings and expenditures as well as a savings passbook.

* A "Career Awareness and Exploration" handbook used by a Peoria, Illinois career education project contains a special section on career education for special students. Suggestions are included for career learning activities for mentally and physically handicapped students as well as for those with perceptual, academic, or social problems.

* The Career Development Center, an alternative high school program in Syosset, New York, serves students aged 15-21 in a transitional program to help them adjust to and function in local public school settings. Students having serious problems in the local schools are assigned to one of seven Mini Schools which represent vocational clusters (freshmen can explore a variety of work types before choosing a Mini School and all students can change Mini Schools to explore other cluster areas). Vocational and academic teachers serve in each Mini School and electives (art, music, personal grooming, etc) are offered as well. Two days a week a group of the most seriously impaired students meet in a rented "House" for off-campus, real-life experiences such as independent living skills. Students also have work-study, work cooperative, and on the job training opportunities. In addition, the Center brings parents and students together one night a week for group learning and social opportunities. As the students successfully complete their Center stay, they return to the regular school program.

* A successful businessman in Nogales, Arizona decided to dedicate himself full-time to improving the career education of severely retarded students. These students now operate a recycling center, including the functions of collection and processing of materials and the financial management of day-to-day operations.

While it took six weeks to help one girl learn to tie a knot around a pile of newspapers, the joy in seeing her receive her first paycheck confirmed the importance of meaningful work and career education for all people.

- Eliminating sex stereotyping in instructional programs is a critical function of career education. Many career education programs are beginning to meet this need by bringing more female role models into the schools (women truckdrivers, women construction workers, women company presidents) and by using games and materials especially prepared without sex bias. Owatonna, Minnesota took the additional step of completely revising their two year old "Career Awareness Guide" to eliminate sex bias, particularly the stereotyping of male and female sex roles.

- The World of Work K-10 career education project in Warren, Ohio has developed a series of seven sample lesson plans focused on eliminating sex role stereotyping. A middle school lesson suggests the following types of activities: (1) inviting women in typical and atypical occupations to come to class to discuss their work; (2) interviewing a variety of female workers, with special emphasis on their feelings of achievement; (3) the viewing of filmstrips showing contributions of women through paid and unpaid work. Other activities in other lessons include role playing in which boys and girls switch "traditonal" roles (e.g. boy as secretary and girl as employer); analysis of ads and articles for sex stereotyping; and discussion of student and societal attitudes toward women and the world of work.

- While career education has devoted little attention to the needs of the gifted and talented thus far, there are a few programs which provide special career exploration opportunities for these students. In Woodbridge, New Jersey, for example, gifted and talented students are matched with community persons who act as "mentors" on a continuing basis to help these students explore areas of particular interest. Gifted students in a Columbia, South Carolina career education program participate in the Executive High School Internships of America (see Chapter 6 for more details). Students spend three days a week in the field working with an executive or special mentor instead of attending regular classes.

- Students in junior and senior high schools in Washington, D.C. have for some time participated in a program called "Workshops for Careers in the Arts." This program for talented students pairs each accepted applicant with a performing professional for summer and school year (three hours daily) tutelage. Students continue to receive the rest of their academic instruction in the regular school program. A public high school for the arts has recently being initiated to allow the expansion of this effort.

- A special program for gifted, underachieving post-high school students is now operating in Devon, Pennsylvania. Called "Career House," the program is a residential educational effort to enable bright students with personal or underachievement problems to prepare for college. This highly individualized program includes career planning and work experience opportunities as well as vocational counseling and guidance and extensive individual and group counseling, psychotherapy, and supportive services.

- The Exploration Scholarship Program is another example of innovative career education for the gifted. Sponsored jointly by the U.S. Office of Education, Educational Expeditions International, and the Explorer Club, this program awards scholarships to gifted students for participation in world-wide expeditions conducted by leading scientists. Some of the participating students have engaged in the study of molten lava lakes in the Congo; others have participated in underwater exploration of the ancient city of Sparta; still others studied the alkaline lakes of Kenya. Students between the ages of 15 - 21 can participate in the program by entering the national competition for scholarships.

- The Urban Career Education Center Program in Philadelphia (administered by the Opportunities Industrialization Centers of America) is a major effort to provide career education for minority, inner city, predominantly black students. The project has three major components: (1) the Career Orientation Program, which trains teachers to offer career education in K-12 programs and helps parents learn to aid their children's learning and career development; (2) the Career Intern Program, which provides an alternative high school experience for approximately 150 dropouts and potential dropouts through a variety of basic subject, work experiences, career guidance and counseling, and other services; and (3) the Career Community Program, which involves parents in the operation of the Intern effort and which helps them also receive career counseling for themselves. A variety of innovative approaches are being utilized in this program, such as the use of Associate Professionals (trained parents and community representatives) to work with parents in the home. The program is jointly funded by the National Institute of Education and the U.S. Office of Education.

* The Howard Educational Park career education program (Wilmington, Delaware) is engaged in numerous efforts to provide career education for minority students. In addition to a full K-12 program, this project provides special career education opportunities for un-wed mothers and operates a school sheltered program for early school leavers. In this program they are able to acquire job entry skills without having to re-enter the regular building program. Howard Educational Park is also planning a center for the creative arts to expand its career offerings to predominantly inner-city students.

* Meeting the needs of students from low income families, students from broken homes, and other types of students with serious learning problems is the focus of of the Cooperative Occupational Program of the New Castle-Gunning Bedford School District (New Castle, Delaware). Middle and high school students in this program are given the chance to explore many career areas through participation in classroom activities, field trips, and cooperative work experience.

* A career education technique being used successfully to help all types of students improve their basic skills as well as gain career awareness is called visual literacy. Its application in elementaty schools in Nampa, Idaho shows its particular effectiveness with special education and migrant students. In this approach students visit local businesses or industry and prepare a slide-tape presentation during their visit. They take the pictures, write the script, record the background music and sound track, and learn how to operate the necessary equipment. In addition to the finished product, which can then be used by other students, they learn and enjoy math, language arts, science, and other important skills.

CAREER EDUCATION AND EDUCATIONAL CHANGE

In the short run, significant improvements in educational programs can be achieved by career education without major changes in educational practice or tradition. In the long run, however, career education cannot fully accomplish all of its objectives without some basic alterations in the educational system. For example, increasing the options open to students in secondary school must eventually mean a large expansion in the quantity, quality, and variety of vocational education offerings. Emphasis on the development of career competencies must eventaully mean the use of performance evaluation, instead of strict time/course requirements, as a means of assessing educational achievement. Career education will also require that credit be granted to an increasing degree for non-school learning. The greater use of non-certificated personnel to provide career education experiences in business, labor, industry, home, and community settings also appears to be called for in the long run if the school-society dichotomy is to be ended. Increased use of technology can open even more options for learning.

Some of these major changes are already beginning. Others are very far off. A few examples serve to highlight the need for long run educational reform for career education to be truly effective. These examples also illustrate the vast potential that such reform holds:

* In the fall of 1974, Mesa Verde High School in Carmichael, California opened its doors with a program based on major educational changes. This school operates year-round with highly flexible scheduling; students can take courses which meet anywhere from one period a week to six periods a day. Credit is based on work accomplished rather than time spent in class, and work experience is encouraged as a part of the regular curriculum for all students. The campus will truly be integrated with the community, with plans for a county library, a medical center, and governmental agencies directly on the school grounds. Teachers are able to use craftsmen and professionals form the community on a short term contract basis and an on-site shopping center run by students is also planned for construction in the near future. Students will participate in the construction and furnishing of the stores as well as in their day to day operation.

* The potential of technology is already being demonstrated in two related satellite projects funded by the National Institute of Education. Career education programs are being beamed to remote areas in the Rocky Mountain States and in Appalachia through the use of an ATS-F satellite launched in mid-1974. The Rocky Mountain project is focusing on self assessment, career information, and decision-making programming for middle school students in 56 rural communities. Several of these sites also have the ability to communicate with each other and directly with the central programming headquarters in Denver. The Appalachia project is concentrating on staff development in career education for elementary, middle, and secondary school teachers. Participan s will view pretaped lessons, attend laboratory sessions, and participate in live seminars transmitted via satellite.

* Another innovative use of technology can be seen in the Memphis career education project (Memphis, Tennessee). In addition to computerized and microfiche career information systems, this project utilizes its own locally produced television programs for fourth-sixth grade students. A proposal to use cable television for career exploration experiences in distant or otherwise difficult-to-get-to community

work settings has also been worked on. Still other career education sites are experimenting with the use of video cassettes and conference telephone hook-ups to expand their area of career exploration coverage.

* While alternative schools are not new, their innovative nature does illustrate what may lie in store for a much greater number of schools in the future. "City-As-School" in New York City is a program for selected junior and senior high school students who have completed math and science requirements. Students are allowed to pursue a variety of learning experiences, for credit, under the mentorship of community resource persons. Brief and extended courses are offered in such areas as magazine publishing, social work, environmental improvement, performing arts, drafting, museum exhibitions, etc. In one course, for example, two students worked with a local park warden in studying plants and their propagation. Students also planted (and later transplated) seeds and learned about soil preparation pruning, and park maintenance and improvement.

* The Skyline Career Development Center (Dallas, Texas) is an excellent illustration of a greatly expanded vocational-academic curriculum. Students spend three hours a day or more in one of more than 26 career clusters, which include such areas as: performing arts; horticulture; child related professions; aeronautics; English-Journalism; and the world of environmental control systems. The extensive facilities at Skyline include an airplane hangar, a greenhouse, and a computer center, not to mention more traditional cosmetology, business, and construction areas. Excellent relationships with the business-labor-industry-professional community assure the latest in equipment and course content, especially through the use of Cluster Advisory Committees.

EVALUATING CAREER EDUCATION PROGRAMS

As with any proposed educational program, the question "does it make any difference in student learning? " must be addressed. In the case of career education, this question has not been adequately addressed to date. Part of the reason lies in the newness of career education programs. Another reason is that many of the outcomes of career education are long range (career satisfaction; ability to make career changes; etc) and thus cannot yet be measured. A third problem is that instruments of sufficient validity and realiability do not exist in many of the areas which career education addresses. Finally, evaluation is expensive and requires considerable expertise. Often the funds and/or the capability are not present in local school systems.

Despite these difficulties, however, some data are available. For the most part they are encouraging. The few cases cited below indicate what career education can accomplish, but only more studies over an extended period will tell the whole story. It would be misleading at this point to claim that career education is a fully proven success. It would also be incorrect to claim that it does not work:

* A carefully conducted study of the Lincoln County (West Virginia) career education project revealed some significant findings. Students in grades 1-6 who participated in a planned career education program for two semesters scored 11% higher on language achievement and 24.5% higher on mathematics achievement than did a control group which did not participate in the career education program. The same experimental group students scored 18% higher on occupational awareness than did the control group. The same evaluation showed that students in grades 9-10 who participated in the career education program scored significantly higher on measures of competence and attitudes related to career maturity than did control students.

* The Pinellas County (Florida) career education project also reported some successful evaluation data from its efforts. Significant differences were found in the educational awareness of experimental versus control students in grades K-1 and in the career awareness of experimental versus control students in grades 2-12.

* Students in the career education program in Potlatch, Idaho scored significantly higher on spelling and English tests than did control students in the same school system. Students in the program also showed a marked improvement in the relationship between their stated career choice and their choice as indicated by test inventory of interests. Seniors in high school showed a jump in the congruence between stated and tested choice of nearly 40% during the one year they were in the project.

* Evaluation of the effects of the Santa Barbara, California career education program revealed post-test gains of .46 to .97 of a standard deviation on a number of measures of career maturity and career competence. Over 500 students covering grades 7-12 were tested in the study.

* An attitude survey of parents, students, and teachers in the NIE-funded Comprehensive Career Education Model sites found strong support for continuing career education in these school systems. The strength of this support shows that career education can be accepted as an important part of the school program and that it meets various student and public needs. Following are a few results of this survey, taken in May 1973:

    - 86 percent of pupils in grades 4-6 agreed that "arithmetic is important to people who work;" 75 percent agreed that "school would be more interesting if we had visitors who could tell us about their jobs;"
    - 71 percent of students in grades 7-12 agreed that "students should be told about different jobs and job requirements during the study of every subject in every grade;"
    - 80 percent of professional staff agreed that "most people finish high school not knowing what kind of career they prefer;" 86 percent agreed that "you don't need a college degree to be a success;"
    - 77 percent of parents agreed that "most people finish high school not knowing what kind of career they prefer;" only 10 percent agreed that "career education is just a fad that will soon be forgotten;" and only 17 percent agreed that "the present high school vocational education courses teach students enough about the world of work."

CHAPTER 5

CAREER EDUCATION : POSTSECONDARY AND BEYOND

While the career education concept applies to persons of all ages, career education has been implemented to date primarily in programs at the kindergarten through twelfth grade levels. A small number of programs serving the career education needs of those enrolled in postsecondary education programs and other adults do exist, however. Though many of these programs are not labeled as "career education," they have much in common with the conceptual and programmatic aspects of career education.

What follows is a series of brief descriptions of nearly thirty programs in the general area of career education at the college and university level (including two-year colleges) and for adults. The programs described do not assume complete coverage of what is underway about the country. Neither should these programs be considered the best in the nation. Many others could be cited if space had been available. Rather, the compilation in this chapter should be viewed as a representative sample of the variety of programs in existence.

It should also be understood that most of the programs described in this chapter do not contain all of the aspects of a comprehensive career education program at the postsecondary or adult level. However, these programs do represent examples of various components of such a comprehensive approach. They are presented in this context and with the hope that they will help point the way to the development of the truly comprehensive career education efforts which are needed.

The programs have been grouped into six areas for discussion purposes. There is, of course, much overlapping among these program areas, and the categories identified should in no way be considered restrictive. These areas are:

1. Programs primarily engaged in providing consultant services in career education to local school systems and/or in providing inservice or preservice training in career education for educational personnel;

2. Programs within colleges and universities that have a broad interdepartmental base;

3. Programs that contain "career counseling" as a major component;

4. Programs that aim at serving specific target groups;
5. Programs that would be considered "noninstitutional" and which generally are based outside of colleges and universities; and
6. Programs that are institution-based but primarily focus on serving a constituency outside the institution.

For each of these programs, an address for further information has been provided.

PROGRAMS THAT PROVIDE CONSULTANT SERVICES AND INSERVICE OR PRESERVICE TRAINING IN CAREER EDUCATION FOR EDUCATIONAL PERSONNEL

Three types of programs are described in this section. First, the Washington State program describes an approach involving a Statewide consortium of universities with coordination provided by the State Department of Public Instruction. Second, the Central Michigan University program represents an interdepartmental approach of career education assistance to local school systems and university students. Third, the Michigan State University and University of Arizona programs demonstrate an approach conducted principally through the college of education.

Many more programs could be included in this section, although the total number of colleges and univeristies providing these services is still well below that needed. For example, the State of Louisiana has a major career education effort in teacher education involving six universities in developing performance-based training programs. The State of Michigan has a Statewide consortium of teacher training institutions working on a career education thrust. The University of Kentucky operates a career education inservice program through the use of the Applied Technology Satellite, and this program is beamed to a number of locations within the Appalachian region. The University of Indiana at South Bend, the University of Utah, the University of Wisconsin (Stout and Madison), and the University of Mississippi are among some of the other institutions providing services similar to those described below.

The Washington State Department of Public Instruction and Universities Within the State

In June 1973, the Coordinator for Career Education in the

Washington State Department of Public Instruction arranged a conference involving five universities within the State (the University of Washington, Washington State University, Eastern Washington College of Education, Central Washington College of Education, and Western Washington College of Education). The purpose of the conference was to stimulate the development of career education programs within these universities.

Invited to attend were five faculty members from each of the universities. Persons were selected by the Dean of the School of Education of each university. One participant represented elementary education, another secondary education, a third guidance, a fourth administration, and the fifth participant was from outside the school or college of education.

At the meeting, each university was encouraged to develop its own program. The agreement was reached that the group would reconvene several months later to help sharpen up the various programs and discuss priorities on which each university would focus. One university plans to address career education at the pre-service level, that is, the training of teachers; another will offer courses in career education; a third intends to develop a career education center; a fourth is changing course requirements to require each freshman student to enroll in courses in career education; and a fifth is assessing what the College of Education has done in the past in terms of career education and will informally integrate career education into new course offerings.

For further information, contact:

Mr. Richard R. Lutz, Director of
Career Education
State Department of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Central Michigan University

The Center for Career Education at Central Michigan University, Mount Pleasant, Michigan, operates in the Office of Off Campus Education and is funded in part by the State Department of Education and from University resources. The Center has a full-time Director. The essential ingredient of the Center's program is an interdepartmental cadre consisting of 25 active members who have gone through extensive inservice training programs. The cadre, which represents 14 different departments of the University, operates on an interdepartmental basis.

A Career Education Advisory Council, made up of representatives from each School of the University and from business and industry, labor, education and other organized groups, meets periodically on the University campus.

The services provided by the Center for Career Education include:

A monthly newsletter is mailed to school superintendents, principals, Career Education Planning District coordinators, and others interested and involved in career education in the area served by the University. This newsletter contains information on career education book reviews, legislation, programs relating to career education, and resource materials that might be of interest to school personnel.

The Center conducts career education workshops and seminars. For example, the Center sponsored one such program which focused on implementing career education in seven school districts. Another workshop was concerned with "Leadership Development."

Cadre members are also available for consultant services to schools and for in-service training programs.

In addition, courses in career education are being offered in many departments of the University, and students can take these courses for credit on and off campus. Departments offering such courses include Business Education, Educational Administration, Elementary Education, Health Education, Secondary Education, and Home Economics, Family Life and Consumer Education.

The Center is assisting in the establishment of a Career Education Information Center to be located in the Placement Office of the University.

Finally, a Career Education Materials Center is being developed in the Instructional Media Center of the University. This will contain materials and publications relating to career education and will be available to faculty, students and participants in off campus programs.

For further information contact:

Center for Career Education
Central Michigan University
Mount Pleasant, Michigan 48859

Michigan State University

Career education originated in the College of Education at

Michigan State University in 1971-1972. The basic approach is through the Career Education Council (formed in January 1973), which consists of 11 faculty members from the College. The Council had three task forces involving an additional 25 faculty members: one at the pre-school and elementary level, one at the middle school and junior high school level and one at the senior high school and adult level. These task forces assisted in defining the overall focus of the program. The Council also has the assistance of one full-time and one part-time coordinator and is charged with overseeing programs and developing goals.

The university is developing activities in these areas: residential centers whereby people may come to the campus for a period of time and enroll in a short-term workshop or seminar involving career education, and the organization of faculty teams to provide in-service training to local schools. Several such team visits have been made to date. These involve workshops, assisting local school officials in designing and implementing career education programs, and finally, training programs in career education for local school officials designed to assist them in developing models and evaluation efforts.

Perhaps the most energetic effort thus far is a planned 15 credit Career Education Leadership Development Program which will be offered on a Statewide basis. The program includes one week during the summer (1974) and Monthly two-day sessions during the school year and another one week workshop during the summer of 1975. The program is designed for local educational agencies interested in creating "their own career education program." A brochure available from the College of Eduation indicates that the program will focus on "career education perspectives, goals and role identification, needs assessment, accountability and management, resource requirements, staff development, program evaluation, developing planning guides, and plans of action."

The University is also involved in a Statewide inter-institutional consortium which meets monthly, is supported by the State Department of Education,and involves eight universities in the State.

Undoubtedly, there are several ways in which a university-based career education program can develop. The model at Michigan State University is one of focusing efforts within a college -- in this instance, the College of Education. And within the college, the career education enthusiasts see the program developing by gradually broadening the commitment within the college and then extending it outside to other units within the university. The advantage of this approach is that it builds a cadre of supporters within a unit of a university and similarly extends the support and involvement to the local level.

For further information, contact:

Dr. Cas Heilman, Coordinator
Career Education
College of Education, Erickson Hall
Michigan State University
East Lansing, Michigan 48874

University of Arizona

Initiated in February 1974 with funds from the State legislature, the University of Arizona career education project is providing various types of assistance to university faculty and students. The two-person professional staff are faculty members who returned to the university, from their positions in a local career education program, specifically to operate the project. They report directly to the Dean of the College of Education.

The major goal of the project is to integrate career education into existing inservice graduate courses of the College of Education. This is done with the active involvement of Department Chairpersons, faculty, and the Dean of the College. Project staff work directly with the faculty on a daily basis and meet monthly with a Career Education Advisory Board of professors from each departmental area. Monthly meetings of all Department Chairpersons are also held to review progress on career education.

In the first six months of operation, the project worked with 41 faculty members to serve over 750 graduate-level students from the university and on a part-time basis from local school systems (e.g. teachers, counselors, administrators, etc.). Using techniques developed through their own experience in K-12 career education, project staff conduct sessions of university courses and help faculty acquire the skills to integrate career education, on their own, into their inservice courses. Integration of career education into inservice offerings has taken place in: reading; special education; elementary education; counseling and guidance; vocational rehabilitation; educational psychology; educational administration; foundations of education; and early childhood education.

Project staff also conduct a variety of career education workshops at local school sites and provide consultant services to solve specific problems in implementing career education. A Career Information Center, stocked with commercial and locally-produced career education materials, is also operated and open for use by all university faculty and students.

For further information, contact:

Brenda B. Even
Betty J. Newlon, Ed.D.
Career Education Specialists
College of Education, Room 206
University of Arizona
Tucson, Arizona

PROGRAMS WITHIN COLLEGES AND UNIVERSITIES THAT HAVE A BROAD INTERDEPARTMENTAL BASE

Perhaps the ideal form of a career education program at the college or university level is the program which provides a variety of approaches, including work experience, career counseling and guidance, flexible programming, etc., and is institution-wide or at least involves a number of colleges, schools, and units within an institution. The projects reported in this section, to some extent, attempt to do this.

The Hamline University program is an institution-wide program, although Hamline University is a relatively small institution where the implementation of such a program should be easier than in a large State or private university. The New College program at the University of Alabama, though still in the formative stages, represents an institution-wide approach which could affect a large number of students. The program at The American University is included as an example of a cooperative education program attempting to expand its base to include more and more departments and schools within the university. The LaGuardia Community College program is a similar effort at the two-year college level. While cooperative education and career education are quite different, cooperative education is one important type of work experience component that can be included in a comprehensive career education program.

Hamline University

Hamline University in St. Paul, Minnesota, is in the process of implementing a broadly based program of career services to students. One of the most unique features of this program is that it is not housed in a traditional guidance program or within the school of education. The program director, a faculty member from the Department of Modern Languages, reports directly to the Vice-President for Academic Affairs. This relation to the academic departments enhances and legitimizes the career program in the eyes of the faculty and students, providing avenues for the inclusion of career development services in the regular academic program.

The program is funded entirely within the University and has these components:

First, it has a "media center" which provides materials and services to students.

Second, the program provides a variety of workshops to students. These workshops may consist of short-term conferences and institutes, as well as weekend programs involving invited guests from both the college and the community. These persons may be business executives and the like who come to the university and stay on campus to meet with students on an intimate basis.

Third, an active program of career counseling exists. Crisis counseling is also provided through referral to the Hamm Memorial Psychiatric Clinic.

Fourth, an internship program which permits students to earn credit while working off-campus in a regular job related to their university program and career goals is also offered.

The career program at Hamline University was initiated in academic year 1973-1974 and presently has about 30 students in the internship program. Plans are underway to increase this enrollment considerably. One of the most important goals of the program is to make career counseling relevant to the liberal arts and to assure that the liberal arts program is relevant to career choices.

For further information, contact:

Dr. John Derrenberger
Career Studies Center
Hamline University
St. Paul, Minnesota 55104

New College, University of Alabama

After consulting with over fifty educational leaders on the University of Alabama campus, including every College Dean, every off-campus program director, most vice-presidents, and the president, the New College of the University of Alabama is proposing a broad-based effort to bring career education to university students. This program is based on three major concepts: (1) "career" means much more than one's job or occupation; (2) work values are a part of human values; and (3) career development is a part of human development. The program seeks to help students see relationships between study and the world of work, develop critical career skills (e.g.

decision making, etc), form and test work values, obtain accurate career information, and gain practical experience in the world of work.

While an approach to accomplish these objectives is still taking shape, the following components will be involved:

First, the career implications of the subject matter will be infused into the regular academic program. The approach will have a team in each of the thirteen schools responsible for accomplishing this, thus putting the emphasis on integration within each subject area by the subject specialists.

Second, a support system consisting of such activities as career education materials, internships, career information, testing and counseling, life planning, and special efforts for women and minority students will be used to serve all students and staff.

Third, the cooperation and involvement of the business-labor-industry-professional community will be sought as well as cooperation with local school systems as they implement career education.

For further information, contact:

Dr. Donald Casella
University of Alabama
New College
Box 6211
University, Alabama 35486

The American University Cooperative Education Program

The American University in Washington, D.C. implemented a new university-wide Cooperative Education Program in 1974-1975. The Program provides students opportunities to gain experience in jobs related to their educational and career goals. Undergraduate and graduate students who elect to make cooperative education field experience a part of their degree program alternate six-month periods of full-time paid employment with six-month periods of full-time academic study. The six-month periods are designed to facilitate employer participation so that year round job coverage may be provided. Four-month periods, or other flexible arrangements are possible.

Upon successful completion of their work assignments in jobs approved and supervised by University faculty, students may be awarded up to four of the thirty-two required course units for an undergraduate degree. For graduate students, the maximum number of credit hours is to be determined by the faculty advisor. As the nature of these jobs vary, the degree credit may be in the major field or in electives.

Co-op jobs are typically pre-professional or mid-level positions, and are approved by University faculty for student placement. Some significant degree of intellectually demanding work must be included in the co-op student's duties, and the work must be related, in a specific or general way, to the student's educational and career goals in order to provide experience in a chosen career or, to help prepare the student to make career choices. Co-op jobs allow students to test their skills in the "real-world" environment and also provide exposure to work possibilities perhaps not previously considered by students.

Co-op jobs may be with Federal and local government agencies, private industry, or public social service organizations. In each case, students would be matched with assignments that are appropriate to their professional preparation. A biology student might work as a Laboratory Research Assistant at Sibley Hospital. A student in environmental sciences might work as a Researcher/Writer for the National Wildlife Federation. A business student might work in the administrative offices of the Federal Food and Drug Administration. A performing arts student might work at the Folger Theater Group.

The program recognizes that experience is an essential part of the learning process and that career education complements successful academic study and scholarship. The program also recognizes the vast and rich learning resources available to students in the Washington, D.C. area. The new expanded Cooperative Education Program is a direct effort to augment the experiential and career learning opportunities offered to students by the University and to encourage, in an organized and meaningful way, the active participation of students in the life of the nation's capital.

Full-time students enrolled in degree programs in the College of Arts and Sciences, the College of Public Affairs and the School of Business Administration may apply to participate in the Cooperative Education Program.

For further information contact:

Mrs. Eva K. Kanter
Cooperative Education Coordinator
The American University
Washington, D.C. 20016

A Cooperative Program in a Community College: Fiorello H. LaGuardia Community College Program

All full-time students at the Fiorello H. LaGuardia Community College in New York participate in a cooperative education program which is organized around 13-week quarters. Students generally alternate between education and work, spending a total of five quarters in campus study and 3 quarters in work experience, although arrangements other than the pattern of alternating education and work are possible to meet the needs of specific students. Started in 1971, the College places students in jobs in several hundred different businesses, public agencies, industries, etc. Placements occur not only in New York City but throughout the United States. Some international placements have also been made.

The program has two basic components: a work-related assignment and an internship seminar which aims to connect the student's practical and academic experience. This twin component is a degree requirement for all full-time students and optional for part-time students. An advanced standing of three credits for previous work experience may be awarded some students. Students who are already employed may fulfill their "co-op" requirements, in some cases, by continuing present employment.

The basic aims of the program, in addition to the goal of drawing practical and academic experience together, are: to identify the various types of personal needs that work can satisfy; to help students appreciate the various options available to employee and employer; to relate the student's present experience to work interests and needs; and finally, to better enable students to appraise and select future work careers.

The internship seminars are designed to structure the student's learning while completing the internship. They focus on personal and career development and aim to expand the learning opportunities available to students over and beyond the career skills learned on the job. In short, the internship is viewed as a laboratory in the traditional sense for both exploring and testing concepts and ideas raised in the seminar. There are three internship seminars. The first concerns work values and job satisfactions and aims to assist the student in understanding the nature of the work world. Students are asked to gather information from work experiences in order to identify the personal, social, and economic satisfaction derived from work.

The second seminar entitled "Employment Opportunities in Your Career Field" offers the student the opportunity to explore and research the labor market areas in which he or she is interested.

The third internship seminar is an independent research project designed for students about to graduate and offers each an opportunity for independent research and exploration in her/his chosen field of interest.

For further information, contact:

Ms. Sheila C. Gordon, Associate Dean
Division of Cooperative Education
Fiorello H. LaGuardia Community College
The City University of New York
31 10 Thomson Avenue
Long Island City, New York 11011

PROGRAMS THAT CONTAIN "CAREER COUNSELING" AS A MAJOR COMPONENT

One of the major efforts in career education is to provide more realistic counseling and guidance. This is one of the most important components in career education. Thus, counseling efforts in career education have and shoudl receive a great deal of attention.

We have included five programs in this section that have interesting counseling components. None of the programs are solely counseling efforts, however; they each offer other services. The Mountain-Plains Education and Economic Development Program not only offers counseling but a comprehensive education program for the entire family unit as well. However, we have included it in this section because it serves low income families and provides counseling services on a family-wide basis. There are other kinds of programs similar to this about the country, but this is one of the more comprehensive of the group.

The Mills College program is included because it is a college-based career education and planning program for women.

Similarly, the Education Development Center (EDC) program is included because it provides important services to women, and in this case to mature women (as well as men). Also, what makes this program interesting is that it is a noninstitution-based program.

The Florida State University project is attempting to combine different kinds of career education services for students. One of the interesting aspects of this program is the design of an effort which was carried out very carefully and apparently was evaluated carefully at all stages. The Phillips County Community College program is yet another approach to providing career development assistance to students, in this case through a college course.

Mountain Plains Education and Economic Development Program

This is one of approximately seven family rehabilitation programs in the United States. Mountain-Plains is a very comprehensive approach and provides for the total family. It started in 1971, and operates out of facilities at Glasgow Air Force Base near Glasgow, Montana. It is currently completing its fourth year of research and development activities and is funded by the National Institute of Education.

A wide range of services including health care, housing, student stipends, counseling, parenting, consumer education, occupational preparation, community development basic education, recreation, health education, early childhood education, home management, career guidance, job placement, and supportive follow-on after placement, etc. are provided 320 plus families per year.

Families participating in the Program are referred by a variety of agencies to the Mountain-Plains State Offices located in the capital cities of Montana, Idaho, Nebraska, North Dakota, South Dakota, and Wyoming. To be eligible, a family must have a sufficiently low total family income, the student family must come from the rural six-State region, and the head of household probably exhibits no present salable skills, employment in a dead-end job of a rather low level, or is likely unemployed at the time of referral. As a general rule, a negative social economic profile is an indicator for a family which might be referred. Upon enrolling in the Program, each student is evaluated in terms of their basic educational and other needs. Families receive a stipend while participating in a program based on individualized, diagnostic and prescriptive mechanisms. A program may be developed for a family that will include basic education, occupational preparation for the husband and wife as well as such other activities as budget planning, home management, community development, health education, etc. Full-time, professional counselors work with students on an individual, family and group basis to help them focus on some of the problems that plague them. A counseling staff serves on a 24 hour basis for problem-solving, crisis counseling and other emergencies. In addition, lesiure time activities are available for all members of the family. Each head of household is expected to participate a minimum of 35 hours per week in the formal program. Spouses must participate at least 30 hours per week until such time as a minimum program required of both adults, the Family Core Curriculum, is completed. Both adults in the family must also validate counseling, requiring from 8 to 22 weekly group and individual sessions. Because there is an ethnic mix in the student population, cross-cultural experience is a minor aspect of the program. Presently, the average length of stay in the program is between 7.5 and 9 months.

One of the interesting components in this program is the focus on the entire family in a residential setting and within this component, one of several important elements is the counseling and guidance activities. One basic fact about career education seems to be that when it focuses on mature adults, it must deal with the entire family because career needs and expectations are intertwined with the family group. Accordingly, it may well be that more troubles are created than solved if counseling efforts for mature adults do not focus on the entire family. This is one of several key elements in this project -- that it sees counseling as not only a breadwinner need but as something that must serve the entire family group. All aspects of the Mountain-Plains Program tend to focus on and serve the entire family group.

For further information, contact:

Bruce C. Perryman
Executive Director
Mountain-Plains Program, Inc.
P.O. Box 3078
Glasgow Air Force Base, Montana 59231

Mills College: Center for Career and Life Planning

This program is a career counseling affort for women which was established in Mills College, Oakland, California, in 1973 to provide services which help to integrate the academic program with relevant skills and resources women need for achieving life goals. The purpose of the Center is to assist women in developing an awareness of their personal potential and the options open to them in society with particular emphasis on careers.

The Center is located on the Mills College campus and provides services to a highly diversified all-women student body and to alumnae. The staff includes women serving in professional, paraprofessional, and clerical roles.

The Center sponsors a number of programs and activities. Internships are provided for students who have been placed in a variety of intern positions off campus. Most of the internships are for credit and have been planned in cooperation with members of the Mills College faculty.

The Center operates a career library which contains catalogues, bulletins, and other information regarding professional and graduate school programs, a broad range of printed material on women and career opportunities, and a substantial collection of journals, magazines, and other literature dealing with women's studies, art, history, health, and politics.

The Center provides personal counseling for life learning including career counseling and awareness seminars. The focus of this counseling is on helping students develop their own career development skills, rather than on directing them into any specific career areas.

A variety of seminars and workshops are being offered in such areas as assertiveness training for women, freshman orientation and career planning, graduate's job search programs, concerns of contemporary women, etc. The Center also hosts on-campus interviews by potential employers and/or graduate schools. Finally, the Center co-sponsors and participates with other academic and administrative departments and with students in the planning and implementation of other programs and activities which would enrich and benefit women at Mills College.

The Center serves largely students from Mills College. According to the staff, it is serving a representative sample of the undergraduate population which consists of over 800 women, of whom 30 percent are from ethnic minorities.

For further information, contact:

Ms. Chrys Schoonover, Director
Center for Vareer and Life Planning
Mills College
Oakland, California 94163

Home/Community Based Career Education Project

The Career Education Project, one of several research and development efforts sponsored by the National Institute of Education, is the only program of its kind exclusively concerned with the career-related needs of home-based adults, men and women over the age of sixteen who are not working full-time, engaged in full-time training nor actively seeking immediate employment.

Developed and maintained by Education Development Center, Inc. in Providence, Rhode Island, the Project has provided a free telephone counseling service designed to assist young people out of school who are unsure of future plans, women at home who may be considering career training, and other individuals who may need career guidance or information about related services.

The nine counselors on staff are paraprofessionals trained and supervised by professionals experienced in training and education.

As an informational base supporting counseling staff as well as providing an additional service to the Rhode Island community, a Resource Center has been established which provides a comprehensive collection of career-related materials for and about adults.

Since the inception of the counseling service on October 2, 1972, over four thousand home-based adults have called the Career Education Project for assistance. Of this group, slightly over three-fourths have been women. In addition, more than one thousand people, including representatives of local schools and organizations have visited the Resource Center.

Now in its third and final year of operation, the Project will continue to provide services so that a final assessment may be made of the career education needs of home-based adults and the effectiveness of counseling procedures designed to meet these needs.

Project staff also will be supporting local implementation efforts in Rhode Island, developing products, and sharing materials and information about the model with potential adaptors across the country.

"How-To Manuals" based upon the accumulated experiences of staff in the Providence area will be developed to inform a national audience of the operation of individual model components. Material of general interest and special studies, such as Women and the World of Work or Liberal Arts and Sciecnes Graduates and the World of Work, will be distributed widely and reactions to Project efforts to date encouraged.

For further information, contact:

Mrs. Vivian M. Guilfoy
Project Director
Career Education Project
10 Dorrance Street
Providence, Rhode Island 02903

Florida State University: Curricular-Career Information Service (CCIS)

Because of the general dissatisfaction with student advisement and counseling programs at Florida State University, the Curricular-Career Information Service (CCIS), a self-service career guidance program, designed primarily for first and second year college students was established as a pilot project during the 1972-73 academic year. The merits of the program are not so much that it is a career development program in the strict sense of the word but that it is an imaginative application of guidance and counseling techniques and a relatively inexpensive program focusing on assisting students (primarily on a self-service basis) to develop their own educational and career plans.

The program grew out of several evaluative studies, including a public opinion poll of student attitudes toward career and counseling programs at the University. Following the successful pilot test, the program was modified and expanded.

CCIS contains an extensive library of books, pamphlets, and other materials which are all accessible by means of a unique card catalog system. The two CCIS centers are located in the University Union and a Student Services building. Each area includes a reading lounge, storage area, and an equipment room. It includes over 100 audio and 10 video cassette tapes, focusing on descriptive information about college majors, courses, occupational alternatives and other campus resources for helping in career decision making. CCIS also includes instructional modules designed to meet the general goals for the students noted above. Each module contains a variety of alternative instructional activities. The user can choose among them in meeting his or her objectives in utilizing the module.

Several studies of the CCIS program have been completed. Student response has been good, with over 1000 student contacts logged at the CCIS-Union Center during the Fall Quarter, 1974.

For further information, contact:

Dr. Robert Reardon
Associate Professor
Academic & Career Advising Services
Florida State University
Tallahassee, Florida 32306

A College Level Course in Career Orientation and Development: Phillips County Community College

The Career Development Center at Phillips Community College, Helena, Arkansas, was largely a counseling service which has expanded its services to students and is offering a college level course for credit entitled: Orientation and Career Development.

This course was developed because of the feeling on the part of the faculty that many entering students came to the College for the first time ignorant and unaware of such basic necessities as how to get about the campus, the nature of a college education, the concepts of career planning, and the techniques of self-assessment and career exploration. Accordingly, the course entitled "Orientation and Career Development" is being offered to entering freshmen.

The course is a multi-media program offering not only lectures and audio-visual materials and equipment but group discussions and site visits. It focuses on such topics as orientation to college, the development of self-evaluation skills, decision making skills, occupational information, career guidance, and tours of business and industry within the community.

For further information, contact:

Dr. Robert C. Goldman, Director
Career Development Center
Phillips County Community College
Box 785
Helena, Arkansas 72342

PROGRAMS THAT AIM AT SERVING SPECIFIC TARGET GROUPS

Existing college and university programs do not meet the career education needs of many types of people. Accordingly, we have included a section on programs specifically designed for such target groups. While these programs are not truly career education efforts because they do not contain all of the components of comprehensive career education, they do represent innovative ways of meeting specific career education needs. Five different programs are included in this section, and many more could be. For example, the PACE University program, though somewhat different, is duplicated in one form or another in a variety of urban universities that offer some sort of an advanced degree to business executives.

There are a variety of types of programs not included in this section. Some examples are Extension divisions of State universities offer programs for housewives, management executives, farmers, doctors, dentists, etc. Many urban universities have "evening colleges" which are geared to students who work during the day and wish to complete their education in the evening. Some examples (selected at random) are the New School for Social Research at New York University, and continuing or adult education and regular evening programs at the University of Marlyland in College Park and Baltimore, Maryland, the University of California at Berkeley, the University of Illinois in Chicago, etc. Also, many of these schools offer programs not only after working hours but on weekends and during the summer months.

A Special Doctoral Program for Executives With Top Management Potential: PACE University

PACE University in New York has a special doctoral program for proven executives who are still "on the way up." The aim of the program is to sharpen policy and decision-making skills. Accordingly, the program focuses on individual self-renewal and applied rather than formal research studies.

According to literature supplied by the University, the program is unique for these reasons: First, the student body consists of managers who are in pivotal positions within their companies. Second, the program stresses practical tools and skills for students; and finally, the program schedule is such that it enables qualified executives to continue their professional careers while enrolled in the program. Indeed, to give an indication of the flexibility of the program, in the Summer of 1974, one student commuted from Chicago and another from Washington, D.C.

Each student's program is tailored to her or his particular background and needs. Each is expected to complete approximately 13 different courses in three fields of concentration, including four seminars limited to doctoral candidates, exclusively, in addition to a doctoral dissertation. Nine courses may be selected from some eleven fields ranging from accounting to information sciences, to behavioral sciences, labor management relations, economics, and professional management. After completing the coursework, a student enrolls in the doctoral seminars.

All candidates for the degree must pass an oral qualifying examination integrating the three fields of concentration. In addition, each candidate must prepare a doctoral dissertation selected from one of these three fields. The aim of the dissertation is to develop the student's professional and educational talents.

To be eligible, a person must hold a Master's Degree from an accredited college or univeristy and have had at least five years of work experience. The typical student is about 39 years of age and comes from a variety of executive positions ranging from private industry to private and public associations.

For further information, contact:

Mr. Earl R. Zack, Director
Doctoral Program
PACE University
New York Campus
Pace Plaza
New York, New York 10038

An Inter-Generational Residential Education Program: Fairhaven College

Career education must certainly involve contact between and among a variety of age groups. This is rarely the case in most career education programs since the programs consist largely of designed curricula and programs for homogeneous groups. At Fairhaven College (A Division of Western Washington State College), the College of Education has developed the "BRIDGE" program which brings together persons from "2 through 82" years of age. The program consists of three general age groups:

First, there is a nursery day care center for children aged two to six. Second, there are programs for the typical college student from roughly 17 to 26 years of age. And third, the program serves adults from 26 to 60 years of age. The most notable feature of the program is not the day care program but the program for mature adults and especially for senior citizens. There are presently

33 adults, aged 60 to 80, paying reasonable fees to live on campus in the dormitory which also houses the day care center for pre-schoolers. The adults are permitted to enroll in regular classes, as well as audit classes and attend lectures and conferences. In addition, they help out in the day care program and provide guidance and counseling services to younger college students.

An adult who wishes to enroll in an education program can do so at a most flexible level. The college is aware that adult needs are different from those of most college students and, therefore, they assist in developing a program that meets the particular needs and interests of adults.

The program is funded by the Fund for the Improvement of Post-Secondary Education. It has been extensively evaluated and reported in the literature.

For further information, contact:

Ms. Leone N. Western, Director
Fairhaven College
Western Washington State College
516 High Stree
Bellingham, Washington 98225

University Year for ACTION

In 1971, ACTION, the Federal agency coordinating domestic and foreign volunteer programs, including the Peace Corps and VISTA, established "University Year for ACTION." This program is a cooperative venture involving universities, ACTION, students, and local agencies.

The University Year for ACTION (UYA) Program provides students enrolled in participating colleges and universities the opportunity to serve poverty communities as full-time volunteers for one year and receive academic recognition usually in the form of credit as the student volunteer makes normal progress towards the acquisition of a degree. The participating university is provided a grant by ACTION to manage the program which includes support in the form of allowances to enable the student to live and work with those being served, training for the volunteer role, and the development of volunteer projects with community agencies and organizations.

Volunteers work in the fields of education, administration of justice, economic development, housing, health, and social services.

The University Year for ACTION project focuses on certain problem areas. For example, the University of Wisconsin at Green Bay has developed, with the assistance of the Small Business Administration, a number of Indian economic development enterprises in Northern Wisconsin. At Texas Southern University, a total of 21 pre-school centers for welfare families have been developed. At the University of Hawaii, the program assists Filipino immigrant youth.

For further information contact:

ACTION
University Year for ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

The Weekend College: California State University

"I first learned about the Weekend College via *University Review*, the alumni newspaper. My wife received her masters degree from California State University at Long Beach. Several years prior I had hoped to continue my education. Obstacles were in the way. I'm in business for myself, the trucking business. Early rising and late homecomings made it impossible for me to attend night school. My frustration was exceeded by the hopeless situation in the educational system, hopeless because it wasn't for me.

"Then it happened, a weekend college. Wow! How could it be? Somebody finally thought about me. Then came new frustrations. I'm 47 - black - hadn't been to a class in 18 years, they'll think I'm some kind of nut for thinking of applying. Determined, I applied. Between the time I walked into the office and left, ...and the other lady, whose name escapes me at the moment, made me feel like they had started the Weekend College just for me.

"The first day was an experience I'll never forget. There I was, ... finally going to a university. I was proud. I told all the fellow owner-operators I met about the Weekend College. I could see a little envy in their eyes. Some wanted to learn more about it hoping there was a chance they might attend.

"My biggest surprise was yet to come. I wondered how I would absorb, if I could really learn anything. Well, the method they used, how could I help it? They didn't tell me what to think, they made me think. They didn't correct my papers. They commented, made suggestions, gave me books to read, forced me to search my own mind for answers. Sometimes it was frightening. Sometimes I held back. But I made it through. Imagine that! I finished my first semester at a university."

The Weekend College, a new program started in Fall 1973 at California State University at Long Beach, offers a variety of lower division courses in several disciplines. The programs are offered entirely on Saturday or Sunday and provide opportunities for an enriched mixture of students from the campus and the community.

Some classes are organized in a self-paced, multimedia format allowing the student to select the time and duration of study most convenient and The Weekend College: California State University permitting instructional assistance and guidance that may be needed whether individually or in small groups. Completion of the course or courses in less than semester is possible if the student is so inclined. Other courses are more traditional. In the future it is planned to move some equipment and materials to places more convenient to the students such as local library branches. Some faculty will then circuit ride in their new role as learning facilitators.

For further information, contact:

Dr. Robert K. Rheinish
Director of Learning Resources
California State University, Long Beach
6101 East Seventh Street
Long Beach, California 90840

Courses by Newspaper: University Extension,University of California, San Diego

Millions of Americans now have the opportunity to take college courses while sitting in their favorite easy chair.

Courses by Newspaper, now in its second year, has appeared in hundreds of newspapers all over America, bringing the "lectures" of distinguished scholars into millions of homes through local newspapers. The program, created and administered at the University of California, San Diego, and funded by the National Endowment for the Humanities, is designed for three different audiences: 1) the casual reader who can enjoy the printed lectures as informative and enriching feature articles; 2) the more interested reader who is also interested in the supplemental course books and materials, but not necessarily in obtaining credit; and 3) the reader who would want to enroll in the program for college credit.

The original lectures are written by nationally prominent scholars, and the reading and study materials are carefully compiled to supplement the lectures--these form the basis for a degree credit course at the reader's local school. The first course, "America and the Future of Man," began in the Fall of 1973 and ran for 20 weeks featuring lectures by 20 scholars. The newspaper lectures have now been reprinted in booklet form making this course, accompanied by a kit of learning materials, available as a regular curriculum offering by any interested college. The 1974 course, "In Search of THE AMERICAN DREAM," is being offered by more than 250 newspapers and 150 colleges and universities across the country during the Fall and Spring semesters of the 1974-75 academic year.

Caleb A. Lewis, Director of Media Programs at the Extension Division of the University of California, San Diego, conceived of the idea of offering college level courses by newspaper. Mr. Lewis noted that:

"The newspaper is probably the most effective and certainly the most commonly used instrument of informal mass education. It performs public service activities every day."

According to Mr. Lewis, one of the key advantages of using a newspaper as an educational technique and device is that the newspaper will "come to the home in permanent form and may be retained indefinitely; it can be read and reread in the learner's own time; it can be studied at the learner's own speed-none of which can be done by radio or television."

An evaluation conducted at the conclusion of the first course indicated that at least 15 million people read one or more of the lectures in their local newspapers.

Futher Courses by Newspaper are now being planned for the 1975-76 and 1976-77 school years.

For futher information, contact:

COURSES BY NEWSPAPER
4901 Morena Blvd., Suite 209
San Diego, California 92117

"NONINSTITUTIONAL" PROGRAMS WHICH ARE PRIMARILY BASED OUTSIDE COLLEGES AND UNIVERSITIES

One of the most interesting developments that could occur in career education at the higher education level is the development of programs that are not dependent on a fixed campus. Indeed, what can be considered to be one of the most imaginative developments in the general education area are programs that go by such terms as the "Open University", open schools, University Without Walls, and the like. We have included four programs in this section of the chapter. As in the previous section, these examples are not comprehensive career education efforts and were not designed with the career education movement in mind. Nevertheless, they do offer some exciting windows to the future in the provision of certain components of career education at the postsecondary and adult levels.

Many other examples of these efforts could, of course, be cited if space allowed. The continuing education program in New Hampshire is one for which there are several models about the country. The outreach program at Florida Junior College is one where many cases can be found. For example, university extension divisions and many community colleges offer programs in a variety of settings. The Regional Learning Service in Central New York State, however, appears to be a unique operation and one that has a great deal of practicality.

The Union for Experimenting Colleges and Universities: University Without Walls

Some 33 universities and colleges within the United States have formed a consortium called the Union for Experimenting Colleges and Universities. The Union sponsors two major programs of alternative eduation: The University Without Walls, which is the undergraduate level, and a graduate school program which offers the Ph.D. Both programs are authorized by the Ohio Board of Regents and have received recognition of Candidate Status from the North Central Association of Colleges and Secondary Schools. The Union is the only consortium in the USA that has degree granting authority as a consortia and which has received recognized Candidate Status for its degrees.

The University Without Walls program provides highly individualized and flexible programs of learning for students from 16 years of age and up. The emphasis is on using new and largely untapped resources for teaching and learning that go beyond those available on a traditional campus. Nearly 5,000 students are enrolled in the program.

The program has these characteristics:

New ways of learning: Individual student designed programs are available developed with the help of a teacher/advisor from among independent studies and projects, apprenticeships, seminars, travel, etc.

New kinds of teachers: Teachers in the program go beyond the usual and traditional faculty of any one institution to include professionals, business-people, artists, and community people willing to share knowledge and experiences.

New relationships between teacher and learner: Teacher provides access to resources and information when guidance and support is needed.

New age mix of students: Since the programs offer services for students from 16 years of age and up, this brings together students with a variety of backgrounds and age levels.

New time frames: The programs provide a flexible structure built around each individual's needs and previous preparation. There is no prescribed curriculum and/or no set time period for achievement of the degree.

New criteria for evaluation: Ongoing counseling and periodic student assessment enables careful measurement of growth.

A new degree: A degree in the program can come from sponsoring institutions or from the Union for Experimenting Colleges and Universities.

The Union Graduate School (UGS) is developed around a similar eduational plan as the University Without Walls with the exception that students apply directly to Union Headquarters rather than to sponsoring institutions for entrance to the program. The program is administered directly by the Union out of Yellow Springs. Key aspects of the UGS program are as follows:

Matriculation at a colloquium
Formation of a committee
Development of a three-part program (learning program, internship, project demonstrating excellence)
Certification
Fulfilling the "learning contract" by completing the learning program, internship, and project demonstrating excellence
Terminar (final evaluative session with committee)

For further information, contact:

Dr. Samuel Baskin, President
Union for Experimenting Colleges & Universities
Yellow Springs, Ohio 45387

Continuing Education in Learning Centers in Local Communities in New Hampshire

The School of Continuing Studies at the University of New Hampshire has developed, with support from the Fund for the Improvement of Post-Secondary Education, the concept of community-based learning centers in six locations about the State. The learning centers are highly informal nonstructured facilities and programs which permit students to design programs for their own individual needs and to focus on improving the quality of life within small communities within the State.

According to material provided by the University, a basic need for the learning centers stems from the fact that continuing education should be a process that enables one to confront life situations where needs occur--that is, in local communities. In addition, continuing education should belong to the learners and not to the institution providing the services. Another "need" for the program stems from the built-in structural limitations of the traditional campus environment which are not conducive to many of the educational needs of adults.

Therefore, the objective of the program at the University of New Hampshire is to create a new role for State-supported higher education--a role designed to meet a different kind of need and to provide different services to the citizens.

The heart of the effort is the development of the learning centers presently located in six communities throughout the State with six or seven more scheduled to become operational this year. It is hoped that the centers will serve as models and prototypes for the development of post-secondary educational opportunities in the State. University personnel admit that the term "community center" is vague and feel the definition should be determined by the people in each community who have been brought together to develop these centers. The learning center is seen as a focal point within the community for resources for learning and where people with skills to share can come together to develop programs that might focus on such areas as: art shows, ecology action, basic education, etc. A center may develop in a private home or public school, an abandoned factory or church basement, and the like. But the basic idea is that a center should enable participants to structure their own learning experiences from available energies and resources. In effect, the learning centers are post-secondary educational settings within the community which enable individuals and groups within the community to serve as both resources and students.

Materials supplied by the University describe some of the activities the learning centers have carried out and the role of the University in stimulating the development of the centers and providing assistance to them. For example, one center has conducted programs involving pewter etching and offered courses on stocks and bonds, first aid safety at home, small engine repair, automobile mechancis, household appliance repair, welding, and gardening. Core Groups in other participating towns have generated courses and activities which range from groups in Human Potential, Transactional Analysis, and Parent Effectiveness Training, to seminars in small town government, with special emphasis on acquainting newcomers with how New England town government works. Core Groups are also expanding into cooperative program planning with agencies involved in health care, food stamps, and youth programs, as Core Group members gain confidence in their ability to coordinate resources for community self-betterment. The sharing of Project-sponsored classes via cable TV to still other communities in the State is planned for early 1975.

For further information, contact:

Mr. Robby Fried, Project Coordinator
School of Continuing Studies
University of New Hampshire
Durham, New Hampshire 03824

Regional Learning Service: Central New York State

The Regional Learning Service (RLS) is an independent agency involving some 22 institutions (both two-year colleges and universities) in 11 counties surrounding Syracuse, New York. The basic role of the Regional Learning Service is to act as a broker between individuals interested in higher education and the educational institutions.

The original aim of the Regional Learning Service was to focus primarily on persons with limited access to education (the homebound, physically handicapped, pregnant teenagers, the hospitalized and the institutionalized), persons for whom present programs do not adequately motivate or serve their needs (such as unskilled workers, the "turned off" students, offenders, drug addicts, and the unemployed) and finally, persons with unique needs (such as low reading levels, exceptionally talented, non-English-speaking, immigrants, the educationally disadvantaged, transient workers, the economic dropout, those past college age, and persons over 62 years of age). Material produced by RLS indicates that there are some 200,000 persons in the basic service area with these characteristics. A conservative target aim for RLS was to serve, in five years, at least 5,000 persons.

RLS was first financed by the Ford Foundation and later financed by the Fund for the Improvement of Postsecondary Education, the Carnegie Corporation, and the New York State Education Department. It opened in January, 1974.

The basic services provided by RLS consist of: a new type of counseling and facilitating service tailored to meet the needs of learners who are beyond the purview of any single academic institution; help for people in choosing careers and preparing career plans; the provision of a brokerage service between interested individuals and institutions; the compilation and publicizing of an inventory of tutoring services; the identification of materials and formal courses conducted by corporations, labor unions, military bases and the like; and finally, the catalyzing of new learning experiences where existing resources fail to meet individual needs.

The staff consists of a small core of professionals and a network of part-time learning consultants. The core staff includes specialists in counseling, educational resources, and academic assessment.

The counseling and facilitating services are carried out by 24 part-time learning consultants. Materials provided by RLS estimated that 750 to 1,000 clients will receive continuing in-depth services. Far more will receive one-time responses to specific inquiries.

For each client, the counseling process aims to: identify long-range educational and occupational goals, by means of interviews, tests, and transcripts; identify and recommend available courses and other learning experiences appropriate to the individual's needs; provide referral to educational, social, legal, and psychiatric agencies; recommend and administer regional, Statewide, and national examinations; estimate the probable worth of previous study and relevant life experiences that can be applied to formal credits; and, finally, assist the individual in developing and continuing a process of self-evaluation.

Learning consultants work a minimum of 12 hours per week. The function of the counseling sessions is to enable the student to understand where she or he is, who she or he is, and where she or he wants to go.

For further information, contact:

Francis N. Macey, Director
Regional Learning Service of Central New York
405 Oak Street
Syracuse, New York 13203

Community Services (Outreach) in Career Education at Florida Junior College

The Florida Junior College in Jacksonville, has developed an extensive program involving the delivery of educational services to students rather than expecting the students to come to the campus. This is not particularly an innovative or new idea in higher education;continuing education and adult education programs have to some extent done this for many years. The important feature of the program at Florida Junior College is a clear notion of a "student market" and a vigorous attempt on the part of the college to purse and "capture" this market.

The College, in 1974, was enrolling approximately 60,000 students.

The programs offered by the college were located in over 220 centers, including public libraries, churches, apartment houses, business establishments, community centers, hospitals, nursing homes, city agencies, motels, Federal agencies and a variety of other facilities. According to college information, the population served is almost 10% of the total population of the community.

The program offered by this community college, which is one of the largest in the country, includes what one would expect a vigorous community college to offer. Programs focus on job training, development of social skills (such as a course for newly divorced persons), GED programs via telephone tutoring for the handicapped and the like. Faculty for the program is drawn from the regular community college faculty, as well as from persons within business and industry.

Finally, as noted above, the important feature of this program is not so much that it is a community-based program, but that this college has consciously and vigorously developed (marketed) a program and has then offered the program where the "market" is located. Surely this aspect of the structuring of career education is an important feature.

University extension divisions have for a number or years in a limited way conducted programs on and off campus bases. What makes this example so unique is the extensive, ambitious effort on the part of the college staff to operate programs just about any place where people are interested in getting together.

For further information, contact:

Dr. Eric Mills
Dean of Adult Continuing Education
Florida Junior College at Jacksonville
1246 Cumberland Road
Jacksonville, Florida 32205

PROGRAMS THAT ARE INSTITUTION-BASED BUT PRIMARILY FOCUS ON SERVING A CONSTITUENCY OUTSIDE THE INSTITUTION

This category is essentially one of programs that are developed, stimulated and operated within an institution, but serve a constituency or student body that is normally not served by the institution. In other words in this instance, institutions are seeking new groups to serve. Extension divisions within colleges and universities offer a variety of programs for nonstudents ranging from union leaders to management and special groups such as undertakers, accountants, dentists, etc. These programs are not included, though many of them would be career education type efforts. Instead, this section describes some of the programs that focus on new groups and new methods and techniques. However it should be emphasized that there are many more programs in existence in this area than have been touched on in this section. Also, while many of these programs do not focus on career awareness or exploration explicitly, they do so in indirect ways by supporting nontraditional/experiential learning.

An Individualized Program of Studies in the Liberal Arts: Grand Valley State Colleges

Grand Valley State Colleges, Allendale, Michigan, have developed a highly flexible and individualized approach to the liberal arts. The program aims at serving students who have been denied access to higher education in the past because of different styles of learning, age, interests, and financial ability to pay.

According to the literature supplied by staff of "College IV" (the program at Grand Valley State Colleges), College IV is aimed at providing access to higher education:

"The time line has been erased so that students may start whenever they wish, drop out for unspecified periods of time, and then return. The curriculum has been taken apart and repackaged into small units called modules, so that students may realize true educational gain with an investment of as little as ten hours of study. Because the units of study and credits are small, the tuition tag is small. Therefore, those on a limited budget may pay for their education in much the same way as one makes monthly installment payments. For those who have been intimidated by the impersonality of large classes, the individualized format of College IV puts them in a one-to-one relationship with each of their instructors. Since each student must master the assigned materials before moving on, the quality of the education is maintained at a very high level. To achieve all of these goals, College IV was designed as a self-paced, modular, undergraduate unit which makes use of learning modules in contract learning."

The material supplied by College IV further pointed out that a typical curriculum program requires all students to start at the same place,generally progress at the same rate and be finished by the same date; College IV does not require this since it is a self-paced, learning program and does not have a fixed schedule.

College IV programs are offered in a large variety of areas including Accounting, Biology, Chemistry, Economics, Geology, History, Mathematics, Political Science, Physics, Psychology, Social Psychology, Sociology, Speech, and Statistics.

College IV offers the bachelor of arts degree and the bachelor of science degree. Students may receive credit by requesting and successfully completing an examination whenever they feel they can demonstrate acquired skills and knowledge.

College IV does not use a traditional grading system. When a modular project has been completed, students are tested on their understanding of that work. If they demonstrate 90 percent mastery or better on the test, credit is given. If they fail to master the material at the 90 percent level, they are given instructions for selected restudy of the material and will be permitted to take the mastery test again. The credit system is broken down into units as small as one-half credit for a course: for example, "verbs -- a review of the use of verbs in writing aimed at eliminating problems in verb usage." The mode of study is highly individualized with one student working with one faculty member. The faculty is available throughout the day to work with student individually as they have problems and questions in their study.

While this program does not provide work experience at the present time, efforts in this direction are being made. For example, College IV staff are presently working with local industries to identify specific competencies needed in such areas as writing skills, oral communication, math, critical thinking, report writing, etc.

For further information, contact:

Dean Robert J. Toft
College IV
Grand Valley State College
College Landing
Allendale, Michigan 49401

The Community College of Vermont

In 1970, with assistance from the U.S. Office of Economic Opportunity and later, a grant from the Carnegie Foundation, the Community College of Vermont was formed -- partly because of the lack of educational opportunities in the north central portion of the State. Present enrollment is about 1,200.

The college started with these basic ideas: From the very beginning the aim was to serve the needs of students rather than that of institutions. Second, the barriers limiting access to education would be minimized. (For example, the college does not charge students tuition, but leaves it up to the students to pay what they can afford.) Also, the college scarcely has a "campus" and stresses offering courses and programs in existing facilities rather than embarking on a costly and lengthy building program. Accordingly, courses are offered in schools, churches, at work sites, and the like.

Perhaps the most innovative and imaginative feature of the College is its "contract system." Educational programs are available in three broad areas: Human Services, Administrative Services, and Business Management. A new student examines what is available, and then writes a contract with staff to carry on an individualized program. A contract has five main steps: program goals, student objectives, a list of learning experiences, expected documentation, and a narrative by the student. The goals are what the college recommends that a student learn in order to receive a degree for a particular program. Objectives describe what the student will know or be able to do upon achieving a program goal. The learning experiences relate to the objectives. They may include courses, past experiences, independent study, on-the-job training, and the like. Documentation is the way the stduent proves the learning experiences actually occured and that the student learned what is claimed to have been learned. The narrative is intended to allow both the student and the College to pull together the student's learning experience in one complete statement, and to provide the Review Board of the College an indication that the student achieved what he or she set out to achieve. The uniqueness of the contract is that it allows a student to participate in designing his or her program, that it takes into account the skills and knowledge the student has upon coming to the college, and finally, that the emphasis is placed on acquiring skills and competencies -- not on "completing" courses.

For further information, contact:

Dr. Steven Hochschild
Community College of Vermont
18 Langdon Street
Montpelier, Vermont 05602

Antioch College/West: San Francisco

Antioch College has long pioneered in cooperative education and other innovative and flexible approaches to education. Antioch College/West in San Francisco is an example of the continued experimentation sponsored by Antioch College and is career education in the most flexible sense of the term.

Other "Antioch" programs similar to the one described here can be found at Antioch units in Philadelphia, Washington, D.C., Baltimore, and Columbia, Maryland.

Antioch College is also participating in the University Without Walls concept (described previously). Antioch College/West offers two undergraduate degree programs. One is a joint degree with the Union for Experimenting Colleges and Universities which allows students to develop a set of degree requirements unique to their own interests, previous experience, and goals. The second is the Antioch College Degree program which offers students a more structured format in which to work and study. Antioch College students and degree students are required to complete work in four areas as well as carry out a major project.

Antioch College/West enrolls approximately 225 students. More than half are over 30 years of age and about one-third receive some sort of financial assistance. The program accepts students who have been denied access to higher education by more traditional institutions due to financial background, life situation, or educational philosophy.

In addition to being operated in San Francisco, Antioch College/West operates in Los Angeles, Camarillo State Hospital, Mill Valley, and has a Head Start supplementary training program. In addition, the College serves special groups of students in British Columbia, Utah, Texas, Hawaii, and throughout California.

The core faculty consists of professionals drawn from the community, scholars, and artists. A faculty member may be a government employee, a business executive, or a union official. In addition, students also work with a large number of adjunct faculty, such as consultants, businessmen, government technicians, and the like.

The college does not offer the student a campus with extensive physical equipment and a faculty offering a wide range of classes. In sum, the college does offer classes, but for the most part, it offers an opportunity to structure learning experiences from the resources already available in the community.

Programs are in four basic areas: ecology and natural systems, individual and human social systems, art and representation, and planning and design.

One example of an Antioch/West program is the "Mental Health Segment." College literature describes the program as follows:

> "MENTAL HEALTH SEGMENT. Camarillo State Hospital may be likened to a 'small city' having a twenty-four (hour) life with an abundance of learning resources. It offers the student a different world...In some dosage there is something here for everyone (ecology? education? administration? religion? art? carpentry?). Over 70 students have used the Camarillo Program to date.
>
> "Two years ago Atioch College/West established special arrangements with Camarillo State Hospital and the Department of Mental Hygiene. These special arrangements consist of an agreement that Antioch College/West will enroll some hospital employees as full-time students on a tuition reduction basis, and in return a number of paid internshipspositions for Antioch/West students from the San Francisco and Los Angeles Centers were made available. These arrangements were made because they represented unique learning situations for both employee and non-employee students, and the staff of Camarillo State Hospital expressed a commitment to work with students.
>
> "The hospital grants release-time to selected staff members to supervise internships, serve as field advisors and serve on degree committees. Thus students can work closely with educators, psychologists, sociologists, social workers, researchers, medical doctors and other professionals..."

For further information, contact:

Mr. Lance Dublin, Project Director
University Without Walls
Antioch College/West
San Francisco, California 94118

The External Degree Program: College Credit for Life Experiences

Many colleges and universities have awarded college credit to veterans under the various GI Bills for service-related courses and experiences. And in one way or another, the University of London has been doing this for nearly 140 years. This sort of thing is known generically as "The External Degree Program." By the early 1970's, this concept had grown to such an extent that at least eight to ten universities and colleges within the United States offered what may be called an "External Degree." That number is expanding rapidly.

A few examples are included here:

Central Michigan University has started an external degree program initially operating through government agencies which can provide a concentration of students in a particular location. The program employs independent study, self-instruction systems, internships, and faculty counseling in teaching techniques.

In 1972, New York University first offered a program that requires no major and a minimum of classes. It was designed as an experiment in individualized instruction and stresses internships, apprenticeships, fieldwork, travel, and independent study. The program is part of the Union of Experimenting Colleges and Universities -- an effort discussed earlier in this chapter.

The Division of Continuing Education at Mundelein College in Chicago claims that after one academic year, a student may petition for credit in any course the college offers when she or he has achieved the objectives of the course.

The Adult Continuing Education Program at Queens College, City University of New York, offers a BA program for adults over 30 years of age. After completing 36 credits of basic ACE (adult continuing education) seminars, a student may request "life achievement" for additional credits -- up to 36 -- depending on the student's background.

Students who have completed a five-year apprenticeship as tool and die makers through the New York Institute of Technology and with special arrangement with the National Tool and Die Makers Association are awarded up to one year of college credit.

There are many more illustrations of programs of this sort. One source for collecting catalogues or lists of the schools and colleges providing such programs is:

The Office of New Degree Programs
College Entrance Examining Board
88 - 7th Avenue
New York, New York 10010

The External Degree Program at Framingham State College

The External Degree Program at Framingham is designed to provide accessibility to higher education to various groups who for one reason or another cannot take advantage of traditional programs. The program at Framingham is flexible in terms of admission requirements, curriculum, delivery systems, ways of earning credit, and schedules.

The program provides credit for life experiences. Upon application, an analysis is made of the student's life experience and an appropriate amount of credit is awarded. Once life experiences have been evaluated, the student may earn credit in a variety of ways other than formal coursework. There is considerable emphasis on independent study and other types of individualized learning to enable students to proceed at their own pace.

There is a core requirement that must be satisfied. However, students do not have a major and, consequently, can undertake in-depth study in several different subject areas if they choose.

Credit can be earned in terms of employment experience, community service, military service, travel, course credit, independent study, correspondence courses, instructional technology, non-credit educational experience, and,finally, through proficiency examination.

The basic admission requirements stress maturity, a high degree of motivation, ability for independent study, and demonstration of wide ranging interests.

The curriculum consists of 128 semester hours of college equivalency credits. The semester hours are earned through formal coursework and the college equivalency credits are awarded for experience. One semester hour is equal to one college equivalency credit for graduation purposes. The maximum credits towards a degree which can be achieved by examination only is limited to 96 semester hours or college equivalency credits. A total of 76 of the 128 required semester hours or equivalency credits must be used to satisfy liberal studies requirements in such areas as humanities, mathematics, natural sciences, and social sciences. The remaining 52 credits are free electives to be chosen by the student in areas of specific interest.

When the student and the faculty advisory committee feel that she or he has completed the requirements in the liberal studies areas, the student will undertake a "core area competence demonstration" which in effect is an examination, designed to fit the subject, to determine whether or not the student has mastered the requirements. This will be conducted by a panel of faculty mambers with the appropriate member of the advisory committee serving as chairperson. Students will either be graded "passed" or "re-study -- retest."

For further information, contact:

Mr. Surendra N. Singh
Assistant Dean
Division of Continuing Education
and Special Programs
Framingham State College
Framingham, Massachusetts 01701

CONCLUSION

Clearly, career education in postsecondary education and for adults is diverse and expanding. As this book goes to press, the picture has already changed and will continue to do so. The creativity that has sparked career education in elementary, middle, and senior high schools is now emerging at higher educational levels. If the past is truly prologue, we can expect some very hopeful progress in the next few years.

It is important to point out, also, that many other career education related efforts for adults are going on than those we have presented. For example, the concept of lifelong learning is now spreading and spawning many innovative variations of continuous learning for adults. Recurrent education - the alternation of periods of full-time study with periods of full-time work - is gaining a foothold in this country after initial development abroad. The business-labor-industry-professional community has long been concerned with the continued career development of its members, and a host of innovative efforts are underway in these areas. Many postsecondary technical training institutes also provide career preparation in specific areas. And the home as a learning center for career education is getting additional attention as technology makes this more feasible. Space does not permit the attention these developments deserve, but they must be noted. They are and will be growing.

CHAPTER 6

CREATIVE COLLABORATION: BUSINESS, LABOR, INDUSTRY, PROFESSIONAL, AND GOVERNMENT INVOLVEMENT IN CAREER EDUCATION

INTRODUCTION

The battle-cry of educational reformers during most of the 20th century has been for relevancy of schooling to the world outside the school. The current ferment in education is that same battle-cry.

But today's society is quite different from that of any other period during the past 75 years, not so much because it is in transition but because it is full of contradictions. It is a society dedicated to the humanistic principles of a democracy composed of diverse cultures in which minority groups are still outside the mainstream of the American way of life. It is a society organized under a republican form of government committed to furthering the free-enterprise system, while that system is seeking more and more governmental help. It is a highly industrialized, depersonalized, ever-changing technological society which can destroy itself with the push of a button at the same time it is seeking ways and means to return to an ecological balance and to provide for meaningful interpersonal, familial and group relationships. It is a society whose members are seeking a way of life and values which will permit personal fulfillment, in part, through economically rewarding, freely chosen careers, yet the workplace - for many - continues to lack purpose and meaningfulness and work is frequently considered more as punishment than pleasure. For educators to meet these hydra-headed challenges of relevancy is "a puzzlement."

Many educators believe that the best way to handle these challenges is to keep their schools isolated from their communities so that the schools will remain untarnished and unsullied, as much as possible, by the outside world. Preparation for living and coping in this "outside world" - in the view of these educators - should consist of immersion in traditional school subject matter. They consider efforts of "laymen" to become involved in the schools as incursions designed to "take over control" of the schools by self-serving interests.

Many other educators and school officials - eschewing such professional isolationism - have sought interaction and interrelationships between their schools and their communities so that their students can learn how to function and cope with the realities of the world outside the school, and even how to make that world more humanistic and more rational. These school-community relationships, now at an unprecedented level in the history of education, have succeeded in enriching, expanding, equalizing, and improving educational experiences for students because the community has been brought into the school - and the school has gone into the community.

As educators and the general public become acquainted with such successful experiences of school-community cooperation programs, and as they take stock - at this moment in time - as to the direction their values should lead our schools vis-a-vis our jobs, our government, and our society, they are seeing career education as having great potential and promise for revolutionizing public education. They recognize that career education is humanistic in its approach in that it infuses into every subject taught, at every grade level, concerns for people as individuals and the many ways in which they earn a living, interact with each other on a personal and group basis, and are involved in civic service, community, state and national affairs. Career education is public education because its practicum is fed, enriched and enhanced by the resources and people of the communities served by the schools.

The bridges which currently exist between many schools and their communities have taken a long time to build. Also, the foundations for these bridges come from many sources, among which are the career education and manpower development practices found in business, industry, labor, the professions, government, and the armed services. Much of the acceptance and support of the career education concept for public education undoubtedly stems from the fact that career education and development is already a way of life in much of the world outside the schools.

This chapter, then, is a brief exposition of these practices and the bridges they support between the schools and the world outside the schools. Career education will undoubtedly use these bridges even more than they have been used in the past - and will certainly develop its own new bridges for the future.

BUSINESS, INDUSTRY AND CAREER EDUCATION

Most major business and industrial organizations in the U.S. have long considered it good personnel practice to assist their executives in moving up the organization's career ladder by either insisting (or permitting or both) that they return to college for advanced education and training, and paying all tuition costs involved. The period of attendance at college may range from one-week seminars to several years so that the executives may broaden their educational backgrounds in order to be more effective in their jobs or to be ready for promotion. Additionally, many organizations will pay tuition expenses of employees attending evening school courses offered by any post-secondary institution, regardless of the courses taken. This personnel practice is based on the theory that continuing education contributes to the employee's personnel growth and maturity - which in turn will make him or her a more valuable employee in terms of readiness for promotional opportunities.

Another common career development practice in business and industry particularly for newly employed college graduates, is to move them around in various departments, for short periods of time in each department, until the employee finds the one he or she wishes to work in on a full-time basis.

One of the most common career development practices is for organizations to pay expenses of executive, professional and technical personnel for membership in trade, technical and professional associations. Expenses are also paid for attendance at conventions and workshops held by these associations, as well as for the purchase of special books and reports of interest to the employee in performing job responsibilities. Intra-organizational training programs for supervisors, foremen and sales staff are also found in most major business and industry organizations. These programs may be conducted by special training consultants, local community college instructors or by full-time training staff on the payroll of the organization itself.

The sheer cost of business' and industry's commitment to education plus on-the-job experience as the major strategy for career development of its employees - is enormous in terms of money, staff time and numbers of people involved.

To reduce those costs is easily recognized as one rationale for business and industry's desire to improve the educational system of our nation at all levels. At the collegiate level this concern is indicated by the several hundred million dollars contributed each year by business and industry. But public education at all levels receives much more in voluntary assistance, service, and money - over and above the taxes paid. This additional investment is seen as necessary in order to assure a continuing supply of well-educated, well-trained manpower prepared to engage in personally satisfying, productive work, who will live in viable communities permitting the continuing growth and prosperity of our democratic, free-enterprise system. Following are brief descriptions of some of the volunteer services and programs provided by business and industry in building bridges to the world beyond the school walls.

Services Provided Public Schools by Business and Industry

To best understand the variety and extent of services provided local schools and school systems on a volunteer basis by business and industry, the following composite list of such services should be carefully studied. These services may be provided by individual companies and executives on request of school people, or by advisory committees organized by school officials at the various levels of the local school system. It should be noted that almost every State requires - by legislation or by regulations of the State Department of Education - the formation of occupational program advisory (cooperating) committees for each program receiving Federal funds under the Vocational Education Act of 1963. The 1968 Amendments to this law required the establishment of a National Advisory Council on Vocational Education, and for each State, a State Advisory Council on Vocational Education. It is estimated that some 150,000 representatives from business, industry, labor and the professions are serving voluntarily on local school system, State, and national advisory committees dealing with all facets of public education.

Composite List of Activities and Services Provided by Local School System Business-Industry-Education-Labor Advisory Committees

Improving School Management and Administration:

1. Participating in campaigns for bond issues and special tax levies.
2. Helping to plan school building programs, including land acquisition and building design.
3. Providing advice on budgeting, accounting, and school financing.
4. Providing advice concerning purchasing policies and procedures.
5. Helping to plan systems of transportation.
6. Providing advice on school insurance policies and programs.
7. Providing advice in planning and administering cafeteria services.
8. Assisting in planning safety campaigns, fire protection programs, etc.
9. Testifying in support of school organizational and financial needs at meetings of local, state, and federal agencies and legislative bodies.
10. Helping to develop maintenance programs for buildings, equipment, and the grounds.
11. Assisting in developing systems of educational accountability, including the use of performance contracts.
12. Helping to develop manuals of organization and administration.
13. Helping to plan personnel practices and procedures, labor negotiations procedures, and contracts with school personnel.
14. Assisting in the preparation and review of budget requests for laboratory and shop equipment and supplies.

Upgrading Professional Staff:

1. Providing research and work-experience opportunities for teachers and other school officials during school holidays and summers.
2. Arranging plant and office visits for teachers and counselors.
3. Offering industry and business experience workshops, conferences, and seminars for teachers and guidance counselors.
4. Providing funds to assist teachers when they attend regional and national meetings of teacher and industry organizations.
5. Inviting teachers and guidance counselors to attend local industry meetings, and offering free memberships in local industry associations.
6. Conducting clinics on utilizing new industrial equipment, supplies, and techniques for possible application to school programs.
7. Providing awards and prizes to teachers and guidance counselors for outstanding service, etc.
8. Financing college-credit community resources study courses.

Improving Instructional Programs:

1. Helping to determine educational policies and objectives of the school systems as well as individual school programs.
2. Arranging for student field trips to offices and plants.
3. Providing classroom and assembly speakers.
4. Providing industry people as resource teachers.
5. Sponsoring and participating in student club programs.

6. Providing on-the-job, work experience, and work observation opportunities.

7. Helping to develop relevant curricula for a variety of school courses, particularly in industrial arts and in vocational and technical education.

8. Providing industrial equipment, free or on loan, and free expendable supplies for use in chemistry, physics, and other laboratories, as well as for vocational and technical education programs.

9. Providing books and magazines on specialized business and industry subjects.

10. Sponsoring citywide and statewide student contests in a variety of subject areas.

11. Providing information to teachers and counselors concerning desirable aptitudes and educational and experience backgrounds which applicants for entry-level jobs should have so that educators may properly plan their student recruitment, educational training, and job-placement programs.

12. Assisting and participating in surveys of local industry manpower needs to assist curriculum and program planners.

13. Helping to develop, and participating in, student occupational achievement-testing programs.

14. Evaluating physical conditions, adequacy of equipment, and layout of laboratories and shops.

15. Assisting in the development and evaluation of course content to assure its currency in meeting the changing skill and knowledge needs of industry and business.

16. Providing free audio-visual aids for use in a variety of instructional programs.

17. Assisting in the development of evening school skill improvement and technical courses for employed plant personnel.

18. Assisting in the development of apprenticeship and on-the-job training related to educational courses.

19. Providing sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes in classrooms and shops.

20. Compiling and publishing directories of community resources and personnel available to teachers, schools, and the school system for various volunteer services.

Improving Public Relations:

1. Helping to plan, and participating in, community public relations programs.

2. Providing speakers to address civic and trade groups concerning school programs and problems.

3. Arranging for the publication of articles in local and national industry trade magazines concerning the school system's vocational and technical education programs.

4. Arranging for the publication of articles in local newspapers concerning school programs.

5. Attending meetings of local, state, and federal agency and legislative bodies in support of local school system program needs.

6. Participating in radio and television programs designed to "sell" various school programs to the public.

7. Contributing funds to advertise specific school program offerings in local newspapers.

8. Helping to organize, and participating in, citizen advisory committees for local schools, for individual school programs, and for the school system.

9. Advising industry and business employees and their families concerning school programs by means of bulletin boards, news stories in company publications, and enclosures in pay envelopes.

10. Advising the general public about school programs and problems by means of enclosures with invoices mailed to customers.

Helping Students:

1. Helping to plan pupil personnel services.

2. Serving as tutors to individual students and groups of students.

3. Providing prizes, awards, and scholarship grants to worthy and outstanding students.

4. Providing career and job-placement counseling and guidance services to students applying for admission to vocational and technical courses.

5. Providing paid on-the-job experience opportunities in cooperative education programs.

6. Providing vocational guidance and career literature to teachers and counselors for use by students.

7. Providing jobs for school dropouts as well as graduates through special arrangements with teachers and counselors.

8. Serving as speakers at career-day meetings and during student assemblies on career opportunities in business and industry.

9. Participating in the development of aptitude tests for selection of students for vocational and technical education programs.

10. Sponsoring student research projects and providing plant, laboratory, and staff assistance in the conduct of the research projects.

That such a vast array of volunteer services from business and industry is available to public schools is reason enough for school officials to seek and encourage business and industry involvement. But there is an additional and significant rationale: business and industry people provide much of the leadership for the community. If this leadership group is involved in helping improve the public school system, then the rest of the community can be expected to follow suit and be equally supportive.

Youth Organizations Oriented to Business and Industry

As one strategy for expanding, supplementing and enriching school programs so that young people may be better prepared for the world of work, both educators and interested lay citizens have organized several national programs for school age youth. Several million students and thousands of teachers and business people are voluntarily involved in the local club and chapter activities of these national organizations.

Each of the organizations described below has a national office staffed by full-time adults dedicated to making their organizations serve as significant instrumentalities for bridging the worlds of school, work and community service. Representatives of business and industry play an important role as advisors and financial supporters to the national, State and local chapters of their organizations. News-bulletins and other publications, as well as State and national contests and conventions are basic ingredients of club or chapter activities, as are visitations to plants, offices, and stores. Program emphasis is on providing supplementary business and industry experiences to schooling so as to help youth better make career choices and prepare themselves for either specific occupational career fields or for general careers in business or industry.

These national youth organizations may be classified as non-school sponsored and school sponsored. School officials and teachers are involved in both types of organizations, and many schools offer credit towards high school graduation to students participating in the program.

* Non-School-Sponsored National Youth Organizations.

(1) Junior Achievement Inc. (headquartered in New York City)

Junior Achievement is a program in which high school students, in groups of from 15 to 25, organize and manage their own small-scale companies under the guidance of adult advisors from industry. The J.A. Company is organized for a period of one year to produce a product or provide a service. Officers are appointed and stock is sold at $1. - per share. Salaries, wages, rent, and taxes are paid, books are kept, a marketing program is developed, materials and supplies are purchased, and a production line (or office) is established. All this activity is conducted outside the school, either in a local central Junior Achievement headquarters or in facilities provided by a sponsoring company. The average yearly sales of a J.A. Company is $800, resulting from sales of its products such as jewelry, lamps, detergents, toys, printing, advertising, etc. If a profit is realized at the end of the year, stockholders receive a dividend. If the company loses money, assets are liquidated to pay bills, with whatever may remain being prorated among the stockholders. In any event, the company is dissolved at the end of the year.

(2) Explorer Posts (headquartered in North Brunswick, N.J.)

The explorer movement is a program of the Boy Scouts of America for male and female youth ages 15 through 21. Each Explorer Post is established to explore career opportunities and to engage in career preparation in a specific cluster of occupations, e.g., Medical Explorer Post, Printing Explorer Post, etc. Adult leaders for the Posts are provided by local business and industry associations or companies. Monthly meetings include field trips to observe operations of various segments of the business or industry in which the Post is primarily concerned. Career opportunities are discussed with executives, union leaders and other workers. The Explorers also engage in basic skill development activities in the various occupations offered by the business or industry.

(3) National Student Volunteer Program (headquartered in Washington, D.C.)

The National Student Volunteer Program (NSVP) is one of the programs sponsored by ACTION, an independent federal agency under whose aegis are the Peace Corps, Volunteers in Service to America (VISTA), Foster Grandparent Program, Retired Senior Volunteer Program (RSVP), Service Corps of Retired Executives (SCORE), and Active Corps of Executives (ACE). All of these programs, including NSVP, are dedicated to promoting a nationwide system of voluntarism by youth and adults throughout all parts of the U.S. While the NSVP is only a few years old, it is of particular interest to school people in that it provides a means for high school students to become involved in projects and programs of volunteer activities - on an individual, group or classroom basis - in public and civic social services activities. Examples of such projects deal with family assistance, mental health, and drug addiction prevention agencies, hospitals, etc. One of the goals of NSVP, in terms of career exploration and preparation, is that it is hoped young people will come to understand and know the range of career opportunities in the organized field of social services.

ACTION publishes a periodic journal which frequently describes ongoing student volunteer programs.

* School-Sponsored National Youth Organizations

The seven national student organizations listed below are related directly to specific major vocational education programs conducted in the schools of our nation, and are called co-curricular in that club activities are conducted during the school day as part of the regular course offering. The United States Office of Education employs staff, as do most State Departments of Education, to encourage and promote the growth and activities of these youth organizations. Because each of these organizations draws its membership from students enrolled in specific career preparation programs, they provide supplementary industry experiences in the particular career fields selected by the students. Adult advisors and financial support is provided each of these organizations by employers and trade associations from the businesses or industry(ies) to which the youth organizations are geared.

(1) Vocational Industrial Clubs of America - VICA (headquartered in Washington, D.C.)--for students taking trade, industrial, technical and health education courses in secondary and post-secondary schools.

(2) Distributive Education Clubs of America - DECA (headquartered in Washington, D.C.)--for students taking marketing, merchandising and management courses in secondary and post-secondary schools.

(3) Future Business Leaders of America - FBLA (headquartered in Washington, D.C.)--for students preparing for careers in business.

(4) Future Farmers of America - FFA (headquartered in Washington, D.C.)--for students preparing for careers in agriculture production, processing, supply and service; agriculture mechanics; natural resources and environmental science, horticulture and forestry.

(5) Future Homemakers of America - FHA (headquartered in Washington, D.C.)--for students enrolled in consumer homemaking and home economics related occupations courses in the secondary schools.

(6) Industrial Arts Clubs of America - IACA (headquartered in Washington, D.C.)--for students who have been or are presently enrolled in Industrial Arts courses in secondary and post-secondary schools.

(7) Office Education Association - OEA (headquartered in Columbus, Ohio)--for students enrolled in secretarial, computer and office practice courses in secondary and post-secondary schools.

Activities of these youth organizations are supported and regularly reported in the American Vocational Association Journal (Washington, D.C.). The AVA Journal is also an excellent source of information concerning new programs and projects involving industry-education cooperation.

The above listing of curriculum oriented youth organizations sponsored by school and community resource people is by no means complete.

The National Education Association (headquartered in Washington, D.C.) sponsors clubs for youth planning careers as teachers; the Benjamin Franklin Society, in cooperation with the International Graphic Arts Education Association, sponsors Junior Benjamin Franklin Clubs for graphic arts and printing students;

there are photography clubs, science clubs, art clubs, etc. All these youth club activities have as major goals the development of advanced skills by young people in their particular areas of interest for vocational or avocational purposes, and utilization of community resources and people in pursuit of the club's interests and activities. While almost all of these clubs and organizations presently operate exclusively at the secondary level, their potential for helping younger students explore careers is also vast.

Cooperative Education and Work Experience Programs

The traditional programs of cooperative vocational education whereby students enrolled in Distributive Education, Cooperative Trades and Industrial Education, Cooperative Business Education, etc., spend part of the school week in paid jobs related to their career preparation programs have seen a 145% increase in enrollments during the period 1967 through 1972 - from 186,953 students to 459,614. These figures also indicate a considerable increase in numbers of cooperating employers as well as in the number of teacher-coordinators responsible for bringing the schools, the students and the employers together in cooperative relationships.

Work study programs for students not enrolled in vocational education programs but who hold part-time paid jobs during the school week under the supervision of teacher-coordinators, primarily for the purpose of earning income while in school, are another long-standing method for helping students bridge the gap between the world of the school and the world of work. Recent new legislation, as well as new regulations, affecting manpower programs funded by the U.S. Department of Labor, can be expected to rapidly obliterate the traditional distinction between cooperative education and work study whereby the latter programs were sene as merely releasing students from school to earn money doing any kind of work just so they could remain in school until graduation. It is now possible for students aged 14 and 15 to engage in paid work up to 23 hours per week (including Saturday) in the same kinds of supervised work situations previously reserved for older students.

Also, the Comprehensive Employment and Training Act of 1973 (CETA) makes possible government subsidized employment of disadvantaged youth in private industry as well as in government and public service agencies. Detailed information is available from the Manpower Administration of the U.S. Department of Labor and its regional and local offices. CETA is expected to substantially increase the number of students, as well as employers, engaged in cooperative education programs.

Whether or not employers are subsidized to engage in cooperative education programs (and most cooperating employers are not subsidized) there is general agreement that cooperative education is of much more benefit to the students than the employers even though the students engage in productive work. Employers (and labor unions) view their involvement in cooperative education programs as a civic service in aiding young people make the transition from school to the world outside the school. It is true, however, that many cooperative education students who enter the labor market upon completion of their school program are hired as full-time employees by their cooperating employers.

Of considerable interest to both employers and educators are the following innovative programs for non-vocational students which, while they have some of the characteristics of cooperative education, could not really be classified as such.

* The Executive High School Internships of America

The Executive High School Internship program views career education taking place as a concomitant to community experiences. Headquartered in New York City, and initiated just two years ago, it has now spread to 10 local school systems and involved over 1,500 students and executives. Privately funded and with some financial assistance from the National Institute of Education, there is every promise that within a few years many major school systems will be conducting High School Internship Programs.

Executive High School Internships of America is a national technical assistance organization interested in furthering the institutionalization of its program model into the curriculum of local school systems. There is no exchange of funds between Executive High School Internships of America and a local school system. The local educational agency is expected to support its own program operation and Executive High School Internships of America provides approximately $15-20,000 of in-kind technical assistance.

Executive High School Interns are juniors and seniors who take a semester's sabbatical from all their regular studies and serve as special assistants to senior officials in government, private nonprofit agencies, civic organizations, educational and cultural institutions, mass communications, and the private sector. Executive Interns attend policy meetings and conferences with their sponsors, follow up on special assignments, prepare memoranda and reports, and at times even travel with the sponsor.

Interns are with their individual sponsors four days a week during regular business hours. On Fridays, all of the interns meet as a group for seminars on urban policy development and administration, in which they discuss readings, meet with officials, make site visits to programs in operation and often make their own presentations. Hence, the program is a marriage of the theoretical and the practical, combining the best elements of classroom analysis with actual experience in the world of executives and organizations.

Executive Interns are required to keep analytical daily logs of their activities and to present projects to their high schools at the end of the semester which demonstrate what has been learned in the program. Executive Interns are not paid, because they are in the program to learn rather than to be productive employees. However, they do receive a full semester of academic credit for their participation.

* The Experience Based Career Education Program - EBCE

Career orientation, exploration and basic job skill development as the primary goals of community experiences - with academic, social and life skills development melded into the career education process - is the basic philosophy of the Experience Based Career Education Program, currently being funded by the National Institute of Education. Pilot projects are now in their third year in four school systems - Charleston (W. Va.) Oakland (Ca.) Tigard (Oregon), and Philadelphia (Pa.). Considered a most unique and exciting program for involving the community in the education of its youth, EBCE completely reverses the traditional roles of the schools and the community. In effect, it calls for the community to provide much of the student's educational experiences. In addition, students in the EBCE programs are provided individual and group counseling. They also prepare materials and reports related to their community experiences. Credit toward high school graduation is granted for successful achievement in the EBCE program.

It is of interest to note that the Philadelphia EBCE program has contracted with the Philadelphia Chamber of Commerce to recruit cooperating employers for the program.

* "Schools Without Walls"

Less than four years ago, the Philadelphia (Pa.) school system, with financial assistance from the Ford Foundation, opened its Parkway School, the first community-based "school without walls" to achieve national prominence. Currently, it is a regular part of the school system with over 600 students from all parts of the city spending most of their school day in various community organizations attending classes, conducting independent study projects, or exploring specific career interests. The Parkway School is almost wholly dependent on the community for classrooms, laboratories and educational experiences. Students interested in science may study - either as a group, individually or as staff assistants - in the laboratories of the Franklin Institute; other students interested in business administration attend classes in this subject held regularly in the board conference room of a major corporation. Some students may study biology and health related sciences in a hospital, while other students are studying the governance of a city as volunteer aides in various government agencies. Art classes are taken in a local art museum. Teachers may be from the school system itself or staff members of the cooperating organization or agency. Academic credit toward high school graduation is offered for all the community experience activities. It is interesting to note that the students themselves accept responsibility for locating and persuading a number of employers to cooperate in the program of the Parkway School.

The Community High School in Ann Arbor, Michigan - a "school without walls" established less than 2 years ago has some 420 students spending part of each school day in the community. They may be engaged in volunteer social service activity, helping a candidate in his or her campaign for political office, studying police procedures, assisting a museum in escorting visitors, or exploring some educational, hobby or career interest. Over 800 employers, agencies and organizations have volunteered their services and assistance to the staff and students of the Community High School.

The Open High School in Richmond (Va.), the Metropolitan High School for Urban Studies (Chicago), the Community Interaction Through Youth Program (Cambridge, Mass.), and several thousand other community based experimental programs in school systems throughout our nation have many of the characteristics of Philadelphia's Parkway School. Some are area-wide schools; others are "alternative learning situations" offered to students in a particular neighborhood school whereby employers in a local shopping center, members of a local service club such as Kiwanis, Rotary or Civitan, local hospitals, etc., cooperate with a school's teachers in providing students with community-based experiences to supplement and enrich the instructional program of the school. All are dedicated to providing a diversity of bridges between the school and the community - a diversity as broad as the range of individual students and of society itself.

So prevalent have these programs become in the schools, and so high is interest among other school systems to replicate them in whole or part, that compilations of successful programs are now available from a variety of national organizations such as the:

-National Association of Secondary School Principals, Washington, D.C. (Action-Learning Program Reports)

-National Commission on Resources for Youth, New York City (Forty Projects for Kids)

-U.S. Office of Education, Bureau of Occupational and Adult Education; Division of Research and Demonstration, Washington, D.C. (Published extracts of Federally funded innovative and exemplary projects, many based on community resource utilization, geared to the career education and vocational skill training needs of youth)

-U.S. Department of Labor, Manpower Administration, Division of Research and Development Utilization, Washington, D.C. (Maintains library of studies and reports dealing with exemplary programs funded by the Department concerning business and industry involvement in career education and manpower training programs for minority and other disadvantaged groups)

Business-Industry-Education Partnership Programs

Shortly after the 1967 summer riot in Detroit several of the city's leading industrialists decided that one of the most immediate problems to be resolved was the educational offerings of the schools in the black ghetto areas. Out of these discussions came a new approach to volunteer industry and business involvement in helping improve and enrich public education which has spread out to a number of other cities. This new strategy, known as an "industry-education partnership", literally calls for a company to "adopt" a school - and for the school to "adopt" a company - whereby all the educational volunteer services and activities (see composite list above) of the company are directed to its partner school. By the same token, school officials, counselors and teachers seeking program enrichment services and activities from business and industry, first contact their partner company. When a partner company cannot, through its own resources satisfy its commitment to its school, the company will recruit other companies for assistance.

An excellent example of an industry-education partnership is the program developed between the Rock Glen Junior High School and McCormick and Co. in Baltimore, Md. The goals of this program are to actively contribute to the education of young people in regard to the world of work and to help them develop the work skills and job attitudes that will help them enter the world of paid employment. Utilizing company personnel and materials, plus limited financial assistance to needy students, the initial efforts revolved mainly around organized visits to the company plant. Since the first year of this program, 1969, considerable operational modifications have taken place as the result of joint planning by teachers, counselors, students, parents, school and company officials. More than 40 learning package units have been developed for use by teachers in the classrooms or by students on a self-pacing basis whereby company visitations are used as a basis for student learning experiences. Students are now expected to (1) be able to recognize and demonstrate good job attitudes, (2) be able to demonstrate desirable procedures for job interviews, (3) develop a more positive self-image, (4) improve oral and written communication skills, and (5) on the basis of acquired knowledge of career clusters, select one job for more intensive study and exploration.

Additional benefits resulting from this cooperative industry-education program are (1) the better understanding of industry by school staff, and the better understanding of the objectives of education on the part of company personnel; and (2) greater understanding by teachers and counselors of the various factors which lead to job satisfaction and success, along with ideas on how they can enhance these factors in the classroom and the counseling process.

Employer Trade Associations

The time voluntarily spent by business and industry people in developing business-industry-education cooperation programs in their communities is obviously considerable when one considers the variety of services requested of them by school people. They are encouraged to be involved in working with their local schools not only by local school officials, but also be their local, State and national trade associations. The several thousand national associations represent hundreds of thousands of business people who, in toto, greatly influence the nation's welfare and economy. A number of these associations (as well as trade unions and professional membership organizations) employ full-time educational directors who are responsible for developing instructional materials and programs for member upgrading purposes as well as for use in school instructional programs.

They work with national, State and local educational organizations, educators, school officials and instructors in developing their school-relations program materials, which then become available free or at minimum costs. The national educational directors also conduct continuing programs to encourage their affiliated local groups and chapters to engage in cooperative programs with local school officials and instructors. The major purposes of the school-relations programs of these associations are to interest students and teachers in the career opportunities offered, and to improve the quality and skills of the manpower of the businesses and industries represented by these organizations.

National membership organizations conducting educational programs - with or without a full-time educational director - usually establish an Education Committee which works with the affiliated local organization Education Committees. The local committees take on the responsibility for disseminating the instructional and career counseling aids and materials developed by the national organization and for implementing the national organization's school-relations program at the local level.

Typical examples of such national employer organizations are the Manufacturing Chemists Association (Washington, D.C.), American Iron and Steel Institute (Washington, D.C.), American Gas Association (Washington, D.C.), The American Bankers Association (Washington, D.C.), the American Forest Institute (Washington, D.C.), and the Education Council of the Graphic Arts Industry (Pittsburg, Pa.). Some of these and over one-hundred other national industry organizations are listed on the membership role of the National Association for Industry-Education Cooperation which is discussed later in this chapter.

A major activity of national employer trade association (as well as professional membership association, government agency, and labor union) school-relations programs is the issuance of literature, movies, etc., dealing with the career opportunities offered by the industry or profession they represent. This material is usually available free upon request by school guidance counselors. Some recently available examples of such literature are:

> Industrial Advertising Careers (Association of Industrial Advertisers, N.Y.C.)
>
> Recreation as Your Career (American Association for Health, Physical Education and Recreation, Washington, D.C.)

The American Personnel and Guidance Association (Wash., D.C.) carries current news of career literature in its various publications to counselors. Every two years, the Educators Progress Service (Randolph, Wisc.) issues an up-dated volume listing free or inexpensive career opportunities literature available from industry, business and other sources. Several thousand items are included in each volume.

While trade and professional associations and labor unions are primarily interested in the occupational fields they represent, there are several general industry organizations, such as the Chamber of Commerce of the U.S. (headquartered in Washington, D.C.), and its State and local affiliates; and the National Association of Manufacturers (headquartered in Washington, D.C.), and its State and local affiliates. These two organizations have long advocated the involvement of business and industry in local public school programs at all levels and in a variety of forms, and were among the first to endorse the concept of career education for the schools of our nation.

The Education Committees of the national and the local affiliated organizations, both of the Chamber of Commerce and the National Association of Manufacturers, are often the first business and industry groups to which local school officials turn when seeking involvement of business and industry in school programs. Many of the industry-education cooperation programs of their local groups have been documented in case-study reports by both national organizations. They have also conducted numerous conferences and published significant reports, promoting business-industry-education cooperation. Other case-study reports of industry-education cooperation in a variety of school situations which have involved local chambers of commerce are reported by the National School Public Relations Association, (Wash., D.C.).

Business Organizations with Primary or Special Interest in Education

The educational programs of the Chambers of Commerce and the N.A.M. are but one of several activities of major interest to the membership of these organizations. There is only one long-established national organization in the U.S. whose entire program is devoted to industry-education cooperation at the national, State and local levels--The National Association for Industry-Education Cooperation (NAIEC), headquartered in Buffalo, N.Y. Another organization with a special interest in building bridges between school and work is the National Alliance of Businessmen, headquartered in Washington, D.C. The programs of both these organizations are briefly described below.

* The National Association for Industry-Education Cooperation (NAIEC)

The primary objectives of NAIEC are to:

(1) provide a national organization for representatives of business, industry, education, government and labor to promote increased levels of cooperation in helping improve public education

(2) identify areas of mutual interest and to formulate programs, procedures and materials which meet acceptable standards for use by school people

(3) communicate with any group concerned with education about cooperative programs and projects.

In pursuance of these objectives the NAIEC is engaged in a number of programs, three of which are of primary interest to career education.

(1) Regional and Local Industry-Education Councils

Basic to the program of the NAIEC is the formation of regional and local Industry-Education Councils with membership representing all major facets of the community, including labor. The purpose of these Councils is to bring these representatives together to plan ways and means whereby industry*and education together, can enrich, expand, improve and equalize education for all the students in the area. This means, of course, making the organizational and institutional facilities and people of the community available for student educational and training experiences by the industry people as agreed upon with the educators. Thus the Councils facilitate communication between industry and education and serve as the planning and implementing organization for industry-education cooperation in the communities and regional areas they serve.

(2) Community Resources Workshops

Thousands of school officials, counselors and teachers have come to know their communities intimately in terms of career education opportunities for students as the result of NAIEC's Community Resources Workshops program. These Workshops are usually offered by local colleges and universities to local community school people with local and regional industry organizations providing funds for payment of tuition, in part or whole. The Workshops provide the participants the opportunity to visit and study business organizations, community agencies, etc. individually and in groups. In addition to special project reports concerning the community, one of the products of the Workshops is a directory of companies, etc. and individuals who have indicated to the Workshop participants what and how they may be called upon for cooperative activities by school people.

(3) School-to-Work Project

With a grant from the U.S. Office of Education, NAIEC will be providing technical assistance to local school systems which want to establish, as part of their career education programs, a job placement service for all school leavers entering the labor market. Among the services to be provided by NAIEC will be the formation of local Industry-Education Councils and conduct of Community Resource Workshops. This project will be conducted in cooperation with the National Advisory Council on Vocational Education, and other national educational and industry organizations.

---

* For ease of reference, the NAIEC uses the term "industry" to include labor, agriculture, business, government and the professions, other than education.

The NAIEC was requested to become involved in this project because of its capability to bring the following imperative message to employers and educators:

(a) That the comparatively extremely high rate of unemployment of youth in the labor market-currently well over 25% of all the unemployed in the U.S.-is unacceptable as a way of life for our nation.

(b) That implementation of the career education concept - to which many school systems now subscribe - must include provision of job placement services for all school leavers, otherwise all that Career Education will accomplish is the spewing forth of students who - while quite knowledgeable about career opportunities - will continue to face the same problems and frustrations in finding jobs as have students in the past.

(c) That employers and labor must give special consideration to the employment needs of youth if efforts to improve our nation's public schools are to be relevant to youth, our communities, and an appropriately skilled labor force.

(d) That the public looks to the schools as the "advocate" of and for young people, and therefore the schools must take the initiative and responsibility for organizing the community's resources for the purposes of job placement of those students who enter the labor market upon leaving secondary school.

* The National Alliance of Businessmen (NAB)

The major goal of the NAB is to develop job opportunities in the private sector of our economy for minority group members. Except for its headquarters full time staff in Washington, D.C. and certain other staff in its regional offices, all the professional and technical staff of NAB is on free loan from thousands of business organizations throughout the United States. The NAB accomplishes much of its work through cooperative efforts of many other national, State, and local organizations dealing with minority group problems, manpower development, education, and training. As a result of its efforts in dealing with unemployed and underemployed adults, the NAB has concluded that the best way to prevent such problems among adults is through appropriate education, training, and counseling while they are still school youth. NAB sponsors several programs with this intent:

(1) Youth Employment Program: "to provide economically disadvantaged youth with year-round work experiences that will promote a greater understanding of varied career requirements, help students choose realistic career goals, and relate their remaining educational opportunities to these career choices."

(2) Youth Motivation Task Force: "to bring disadvantaged youth into direct contact with successful businessmen and women from origins similar to their own for the purpose of motivating them to remain in school and to plan toward meaningful careers."

(3) College Cluster Program: "to improve the ability of minority college graduates to compete for private sector jobs and to move up to higher positions of professional and executive responsibility."

(4) Career Guidance Institutes: "to improve and expand the career guidance provided by public school system educators to economically disadvantaged, in-school youth."

These programs currently operate in over 130 cities throughout the United States.

Other Educational Programs Involving Industry

The above brief description of industry and business involvement in education does not by any means include the wide variety of other career education and training programs in which industry is involved. For example, the Opportunities Industrialization Centers, non-school organizations in many cities to aid disadvantaged and unemployed youth and adults, are entirely dependent on business and industry involvement and support (see chapter 4). Other programs are the private, for-profit trade schools; training and job placement for the handicapped; correctional institution training and job placement programs; and many government-sponsored manpower programs depending heavily on business-industry support. Space limitations make it impossible to devote the needed attention to these programs in this chapter.

THE LABOR FORCE AND CAREER EDUCATION

Apprenticeship is probably the oldest form of organized career preparation in existence. Apprentice training involves a carefully planned program of education and on-the-job training for learners developed by joint councils composed of representatives of employers, unions, State and federal government agencies. The Joint Apprenticeship and Training Councils are formed for each craft and trade at the national level, and provide for progressive development of the apprentice (including earnings) until he or she reaches full journeyman status. The national standards govern the State and local Joint Apprenticeship and Training Council (JATC) operations for each unionized craft and trade. Interestingly enough, non-union employers usually adopt the same training and educational career development programs for their "apprentices" and frequently register them with the State Bureau of Apprenticeship. Depending on the craft or trade, apprenticeship education and training programs may take from 3 to 6 years for completion.

The educational component of apprenticeship is usually conducted in local vocational and technical schools and community colleges under the direction of the local JATC. The content of the required "related education" courses is developed by the JATC in cooperation with school instructors and special staff carrying the title of Apprenticeship Coordinator. Salaries of the instructors and coordinators are reimbursed in part or full by the State Department of Education.

Pre-apprenticeship vocational and technical school programs are usually designed by the school instructors in cooperation with a local JATC or other union educational representatives. Thus, when students complete their school program and enter full-time apprenticeship training they may receive advanced standing towards journeyman status. Such close working relationships between unions and educators is serving to avoid repeating training and education experiences during apprenticeship if such experiences were provided earlier while the apprentice was in school. Eliminating such duplication also helps shorten the apprenticeship period to be served.

Pre-apprentice training is also being offered by a number of craft unions which have established their own schools for training their apprentices and upgrading their journeymen. For example, the Lithographers and Photoengravers International Union (headquartered in Washington, D.C.) has established such schools in over 20 cities. Funds are provided for operation of the schools by management and labor in accordance with provisions of their local contracts. Most of these schools also conduct special classes for pre-apprentice training of selected secondary students. Another example is the program of the Los Angeles Area Brick Masons Joint Apprenticeship Committee and the Los Angeles Unified School District. The JAC provides the training facility and the school district nominates the students and pays the instructor. The program runs for 6 weeks, five full days per week. Graduates are then placed with Los Angeles area masonry contractors as indentured apprentices.

Local craft unions in hundreds of cities, particularly in the construction trades have developed cooperative relationships with vocational and technical school instructors whereby union members help students in building homes -- as part of their school training -- which are then sold at auction to the highest bidder. The money received from the sale is used by the schools in purchasing new materials for constructing another home. Such projects also involve other classes and students, e.g.

1. the home is designed by architectural students
2. the blue-prints are produced by drafting students
3. the interior decorating is designed by the home economics students
4. the electrical wiring is done by the students in the electrical class; plumbing by the plumbing students; etc.
5. the design and printing of the promotional literature is done by the graphic arts students.

In practically every instance, industry advisory committees assist and advise so that the finished products are commercially acceptable. These advisory committees frequently provide awards to the students whose design is selected for use by the construction students. Literally hundreds of students, industry people and union members become involved in this school project.

In recent years, local unions have become involved in programs affecting students in the elementary and middle school grades. For example, classes are invited to observe union members at work and are taken on carefully union-supervised and planned tours of construction sites and factories. Also, union members are being made available to address classes about their occupations, career growth opportunities, and the role of unions in the life of the U.S.

One of the most interesting and recent developments in union-education cooperation is the granting of college credit for apprenticeship education and training programs as developed by the International Union of Operating Engineers (headquartered in Washington, D.C.). This program consists of a combination of apprenticeship, home study, and off-campus college courses which lead to a Bachelor's degree offered by several accredited engineering colleges and universities. Other university-related programs are conducted by the United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry (headquartered in Washington, D.C.) and the International Brotherhood of Electrical Workers (headquartered in Washington, D.C.).

A "sign of the times" is the recently established program of the Sheet Metal Workers' International Association and the Sheet Metal and Air Conditioning Contractor's Association in conjunction with Ohio State University's Center for Vocational Education. The program, known as the National Training Fund University Center, is financed by the setting aside of a two cents per worker hour contribution by the employers. Some of the goals on which the NTF program is based are to:

1. develop comprehensive training programs for apprentices, journeymen and instructors

2. conduct a national "live" apprenticeship contest

3. conduct research to keep abreast of constantly changing manpower needs

4. conduct basic, advanced and regional workshops for apprentice instructors.

Ohio State's Center for Vocational Education is actively seeking to develop this same type of program for other craft unions and employer associations.

Several years ago, the AFL-CIO (headquartered in Washington, D.C.) established the Human Resources Development Institute (HRDI). Under contract with the U.S. Department of Labor's Manpower Administration, HRDI operates 50 field offices whose staff is responsible for working closely with local unions, management and manpower development agencies and organizations (e.g., National Alliance of Businessmen, The Urban League, local Employment Service offices, etc.) in helping train and place minority and disadvantaged individuals in craft jobs. In addition, HRDI assists local building trades unions and Joint Apprenticeship Committees in developing cooperative relations and programs with secondary and post-secondary vocational and technical schools.

Overall responsibility for developing career educational programs for union officers and members, as well as for promoting involvement of labor unions in education is the mission of the Education Department of the AFL-CIO. Of interest to educators is the recent statement of the Department's Assistant Director in which he succintly expresses the viewpoint of both labor and management (and most educators) concerning our nation's educational system:

> "Education must prepare people for the world of work, but it must also prepare them to be intelligent consumers when they spend their earnings; it must prepare them to be effective members of their family group and effective citizens of their communities and of their world; and it must prepare them to enrich the quality of their lives.
>
> "...I want to insist that the individual is not simply a producer. He is a total person and education must be concerned with the self-fulfillment of that total person."*

Detailed information concerning union sponsored and conducted educational and training programs may be obtained from local unions, local councils of unions, the HRDI and its field offices, the national union offices, and from the national and field offices of the Bureau of Apprenticeship, as well as the Employment Service of the Manpower Administration, U.S. Department of Labor, Washington, D.C.

---

* John Sessions, "Unions, Education and Employment," Conference Report, American Youth in the Mid-Seventies, National Association of Secondary School Principals, December 1972.

Still another example of union involvement in career education is the participation of union members on joint industry-education-labor councils seeking to improve the educational opportunities available to students. An example is the Niagara Frontier Industry-Education Council. The Board of Directors of this Council includes members of school systems, government, industry, and labor unions (the UAW and the United Steel Workers). The Council engages in a number of activities to foster better communication, cooperation, and collaboration within the community. Programs already in operation include: preparation of a resource bank of speakers and tour hosts, for use by classroom teachers; a high school internship project which permits high school seniors to be released from classes for a semester to spend four days a week on the job with executives and the fifth day for seminars and career guidance; teacher-business exchange days; career day help; and a graduate or in-service credit workshop on occupational awareness in collaboration with the State University College at Buffalo. Labor union members cooperate not only in presenting these activities but in talking to students about trade unionism, sketching its history, and describing its role in our society.

Similar assistance to local schools is being planned by the International Brotherhood of Teamsters, which in January 1973 adopted a policy of support for the concept of Industry-Education-Labor Action Councils. The Action Council concept, being fostered by the U.S. Office of Education, encourages cooperative active efforts by all major segments of the community to improve the relationship between education and work in our society. The role of such Action Councils is described in more detail later in this chapter.

THE PROFESSIONS AND CAREER EDUCATION

The hallmark of all career fields in the professions is specialized career education, in preparation for entry into the field (including licensing), and continuing education for upward mobility, further specialization, and increases in income. Most professions also use specialized titles for their members to indicate their standing on the career ladder of the profession as determined by education and experience. Furthermore, many professions have, in recent years, expanded their career ladders to include paraprofessional staff who serve as technicians. Frequently, these para-professionals can apply their specialized experience and education as entry level qualifications for additional education leading to professional status.

Since career development and career education are very much a way of life in the professions, it is easy to understand why many professional people are serving on advisory committees and participating in public school programs at all grade levels which provide career information and education and training to youth and adults seeking entry into the paraprofessional and professional occupations.

The activities and services of paraprofessional and professional persons who are assisting school officials and other educators enrich and expand school programs are very much the same as industry and business people cooperating with schools, and many of the activities described elsewhere in this chapter involve the active participation of persons in the professions. Also, national, State, and local membership associations of professionals and para-professionals provide services, instructional materials, etc. similar to those of business, labor, and industry trade associations.

GOVERNMENT AGENCIES AND CAREER EDUCATION

The largest employers of college educated people in the last decade have been government and quasi-government agencies at the local, State, and Federal levels (including the Armed Services). These same governmental agencies are also major employers of clerical personnel, semi-skilled and skilled craftsmen in all occupational fields, unskilled blue collar workers, and highly skilled technicians. Nearly every career opportunity in business, labor, industry, and the professions is represented in government work, and there is constant movement of employees from the private sector to government and *vice versa*.

Government careers are marked by identifiable career ladders and steps to a much greater degree than in industry, business, etc. because of the use of "grades" which usually indicate salary, authority, and responsibility levels. Also, while government employees are provided inservice and out-service career development education and training programs along the same lines as those provided by business, industry, and the professions, these programs are available for clerical and other lower level staff to a much greater extent than in the private sector. Whatever the frustrations of government service may be, the career development opportunities are widespread within each agency as well as by transfer to other agencies at all levels of service. Government employment is "career service opportunity" for all who desire such opportunity.

In-so-far as volunteer services for the enrichment and expansion of public education, government agencies' involvement differs greatly according to their mission. For example, few government agencies offer cooperative education or work-study programs for secondary school youth, except where specific legislation calls for such involvement. On the other hand, of course, many government agencies do sponsor high school and college students in summer work opportunities to allow them to explore government service as well as provide needed help. Some government agencies are also heavily involved in providing funds and services to public education either as a primary or secondary mission.

The U.S. Office of Education, State Departments of Education, and local school systems are examples of such primary mission agencies. The U.S. Department of Defense, discussed in the next section of this chapter, is an agency in which education and training (including operation of overseas elementary and secondary schools for children of U.S. nationals) is a secondary mission. Another example of an agency heavily involved with the public schools as a secondary mission is the U.S. Employment Service (U.S.E.S) of the Manpower Administration, U.S. Department of Labor. Several specific examples follow. The U.S.E.S. and its affiliated State and local offices offer the following services to students and guidance counselors in the schools:

1. Approximately 50% of the high schools in the United States each year make arrangements with local Employment Service (E.S.) offices for the administration of the Employment Service General Aptitude Test Battery to junior and senior students. These tests are used in counseling

and placing students in jobs (or in higher education) by revealing their aptitudes for various kinds of work.

2. Numerous local U.S.E.S. offices place members of their counseling staff in secondary schools to register and help place young people in jobs prior to their leaving school, and to train school counselors in the procedures involved in job placement. Also, many local E.S. offices employ school counselors during the summer so that they may become familiar with U.S.E.S. counseling and placement procedures.

3. Local U.S.E.S. offices regularly conduct job market and manpower needs studies for the communities served by a school for use by school officials in determining the need for new or expanded vocational and technical training programs, or discontinuance of any existing programs.

4. Issuance, every two years, of the Occupational Outlook, a book describing the variety of career opportunities available to youth and adults in major industries throughout the nation. This publication is considered the "bible" for vocational guidance counselors.

Several other examples of formal and informal cooperative relationships between the schools, U.S.E.S. and other divisions of the local and State affiliated offices of the U.S. Department of Labor have been mentioned in other parts of this chapter. Many more could be cited.

Several years ago the U.S. Office of Education, recognizing the need for systematic development of cooperative relationships between education, government, business, industry, and labor, established the office of Federal Coordinator for Industry-Education-Labor. The mission and functions of this office are to provide leadership in stimulating cooperative relationships between the schools and the various component leadership groups in communities and to serve as a clearinghouse on ways in which community resources and people may be applied effectively to meet student educational needs. Among activities which the Federal Coordinator has engaged in are:

1. Having each of the Regional Offices of the U.S. Office of Education, and each State Department of Education, designate a staff member to be responsible for promoting industry-education-labor cooperative efforts with the public schools.

2. Establishing Industry-Education-Labor Action Foundations in local communities. As described by the U.S. Office of Education:

> The goal of the I-E-L Action Foundations is to improve the quality of education across the board at all levels and for all persons with the key objectives of (1) pooling systematically the enormous resources of the business, industrial, labor force and governmental resources favoring the educational interest and (2) helping every person make informal but informed choices as progress develops along the path towards a career by choice according to changing needs and interests. By encouraging the creation of Industry-Education-Labor Action Foundations, initially in key cities, the concept can be extended gradually to other cities, towns, counties, and eventually the States. The strategy is grassroots. One means of fostering such foundations is to conduct local workshops, seminars and conferences on key issues such as Career Education; Right to Read; Education for Employment; Job Placement; Labor Education; Economics Education; incorporation of labor curriculum into textbooks; teacher orientation programs on labor; improving the management of educational systems; summer jobs for teachers, students and career counselors; labor courses at secondary and post-secondary school levels; educational research and development; education of the handicapped, the gifted and talented, the disadvantaged -- issues which readily bring together leaders from education and the entire community.

Several examples of the types of activities stimulated by the Industry-Education-Labor Action Foundation concept highlight the potential of these collaborative efforts:

* In New York, the State Coordinator for Industry-Education-Labor has set up a reciprocal exchange program between top level educators and business and industrial leaders. Called the Club 20-20 project, the arrangement calls for each of twenty chief school administrators to meet monthly, on an individual basis, with one of twenty top business and industrial managers. Alternate months find the meetings taking place one time at the school site and the next at the business or industrial location. Wherever the meetings occur, both educators and business persons are engaging in ways to work more productively together. The National Alliance of Businessmen, local manufacturers' associations, and local Chambers of Commerce are participating in the effort as well.

* The Alma (Michigan) Community Action Council consists of key decisionmakers in industry, business, labor, government, and education organized to find better ways of improving the relationship between education and work. Developed as a project of the Alma Chamber of Commerce, the autonomous, incorporated entity has the following projects planned or in operation: (1) Career Exchange Days in which students in grades 8-12 spend a full day on-the-job with a person in a specific occupation of interest to the student; (2) Career Exposure Tours in which students in grades K-7 visit educational, governmental, business, industrial, and labor activities; and (3) Job Success Cycle in which the employed community communicates directly with the schools about the skills and traits needed for success in various occupations.

* In Russellville, Arkansas the Industry-Education-Labor concept has taken firm hold. Radio stations have helped get things started by providing spot announcements explaining the goals of the effort. Project team members have personally visited over 50 businesses and industries to gain support, including the development of a placement service, getting volunteers to make certain learning tapes, and arranging for shadowing and learning trips. Workshops have been held and a Career Education Advisory Committee has been put in operation.

Other Federal government agencies are also involved in providing free instructional and career related materials to schools. For example, the Department of Transportation issues films and curricula dealing with safe driving. State Departments of Economic Development and Tourism issue instructional materials dealing with the industrial and recreational opportunities to be found in their States. Just as business, industry, labor and the professions see the value of getting messages dealing with their roles in the economy and the career opportunities they offer to school youth, so do government agencies. All of this material, including supportive services and public relations activities vis-a-vis teachers, counselors, parents, and students, are bridges between the world of the schools and the world beyond the schools.

THE ARMED SERVICES AND CAREER EDUCATION

While the Armed Services have always been considered a "career service" somehow different from civilian and governmental agency careers, they have correctly based their recruiting campaigns on the positive relationships existing between the occupational and career opportunities and education and training provided by the Armed Services with those found in the civilian world. With the recent advent of the all-volunteer concept, the services have intensified their efforts to make service life and careers more attractive to youth and adults as life-time careers, as well as a "higher education and training opportunity" for careers in business, industry, government, and the professions.

During 1971, prior to the all-volunteer concept, over 30% of the men and women in the armed services were enrolled in a variety of formal educational and training programs. Over 164,000 completed approximately 247,000 undergraduate college courses alone. In addition, of the 185,000 courses in which armed services personnel were enrolled under the correspondence program of the U.S. Armed Forces Institute (USAFI), some 75,000 were at the college undergraduate level. In addition, service personnel passed 97,000 college-level examination program subject examinations, with more than 19,000 earning up to two years advanced placement at colleges throughout the United States. At the non-college level, some 45,000 service people received their General Educational

Development (GED) Certificate while on active duty from their State Departments of Education, and another 45,000 were qualified for the GED by USAFI. Also, many technical training and education courses offered by the armed services are eligible for college credit as evaluated by the American Council on Education's Commission on Accreditation of Service Experience (CASE) in its Guide to the Evaluation of Educational Experiences in the Armed Services. This Guide is used by admissions officers of every college and university in the United States.

Within the last two years a number of new developments have taken place which are bringing the armed services career development, education, and training programs even closer to civilian life, as exemplified by the following excerpt from an advertisement by the Air Force:

> "We can give you specific data on over 250 different Air Force jobs. They range from avionics to meteorology, from mechanics to data processing, from administration to communications to medicine. In brief, we think we have a job that will fit the personal inclinations of any young man or woman you advise.
>
> Just as important, the Air Force will train your young people at seven of the finest vocational schools in the country. And coupled with this training is the Community College of the Air Force. It offers a Career Education Certificate (for a minimum of 64 semester hours) in any of more than 80 specialty areas.
>
> Semester hours applied towards the Career Education Certificate are accumulated through both Air Force technical training courses (course accredited by either the Southern Association of the North Central Association of Colleges and Secondary Schools) and off-duty education. And we encourage off-duty education with a program that pays up to 75 percent of tuition costs. For those who decide to return to civilian life, the Community College of the Air Force also provides a transcript. In this way, Air Force vocational training can help open the doors of potential employers."

The Armed Services, in cooperation with the American Association of Community and Junior Colleges (Washington, D.C.) has recently initiated a program entitled Servicemen's Opportunity College. A junior or senior college or university participating in the program will accept service personnel as entering students and develop a plan of study for each individual. Then, no matter where each person takes his planned courses - in the U.S., overseas, USAFI, etc. - the college will accept the courses for credit towards an undergraduate degree. Prior to this program, many service personnel did not receive credit towards a degree for all the courses taken at various colleges during the years they were part of the armed services.

A recent development in cooperative Armed Services-public school relationships which shows great promise for improving public school career preparation is known as the Utah Project. This project, still in the pilot stage, has brought three Air Force training courses into several secondary schools and post-secondary schools in Utah. The courses are in electronics, medical technology, and aircraft maintenance. Civilian instructors are trained to utilize the instructional material, visual aids, performance objectives, etc. used by the Air Force and then modify them as necessary for utilization in the public schools. If the project is successful, additional courses will be made available and the program will be expanded to other school systems throughout the United States.

The Armed Services are cooperating with the public schools in career education in many other ways as well. Service personnel administer, score and help interpret the Vocational Aptitude Test Battery of the Armed Services and provide individual counseling for interested students at no cost. Personnel such as civilian Navy Education Specialists bring career information to the schools, help set up military career fairs, and engage in a variety of other activities to show the All-Volunteer Armed Forces as another career option for students. Tours of military training facilities for teachers and counselors can also be arranged.

From this brief description it is obvious that today, more than ever before, the Armed Services not only offer a variety of career opportunities for youth and adults, but they also are building bridges between the world of the Armed Services and the world of the schools.

In Conclusion

Two major currents are converging on and into public education today. On the one hand there is recognition and acceptance by educators that the resources of the community can be enlisted by the schools to provide enriched and expanded educational experiences needed by students in making a meaningful and relevant transition from school life to responsible, productive and personally satisfying lives outside the school. On the other hand, there is greater understanding of the problems and role of public education on the part of the general public as well as business, labor, industry, the professions and other leadership elements of our communities and a willingness to assist educators in resolving these problems.

As educators, community representatives, parents, and students work with each other in developing various programs for and approaches to the improvement of public education, they are more and more finding that the career education concept - because it is meaningful and relevant to both society and the individual - can serve as a unifying force in providing direction to much of the educational change taking place in the United States.

For career education calls for more than expanding supervised or directed excursions into the community, carefully designed study units and resource materials in the classroom, well conceived and interesting projects in the school laboratories and shops, work study and cooperative education programs involving employers. Career education means all this; however it also means involvement of community institutions, organizations and people in the school - and involvement of school administrators, teachers, and students in the community - in order to assure realistic school programs which are relevant to the world outside the school. Building bridges between these two worlds is not enough. The walls themselves must literally be torn down by teachers and school officials for every grade level and for every subject taught in the schools.

CHAPTER 7

CAREER EDUCATION MATERIALS

The purpose of this chapter is to provide a guide to key career education materials which are targeted toward specific areas of interest in career education. The list of materials presented in this chapter is by no means an exhaustive list. Developers and producers of educational materials in both the noncommercial and commercial sectors have been quick to recognize that career education provides a potent force for improving public school programs. Thus, many career education materials are available and many more are on the drawing boards.

As the career education movement progresses it becomes more evident that career education concepts need to be integrated or infused with subject matter concepts in areas such as mathematics, science, language arts, and social studies. Many public school exemplary projects have focused on constructing materials which accomplish this integration and infusion and some commercial materials also have this as an objective. If the publishing plans of major commercial publishers are an indication of what is to come, then there is a trend toward more materials which blend career education concepts and subject matter concepts.

Another trend which can be discerned is that several commercial publishers are electing to design materials that fit with the United States Office of Education system of clustering occupations. In several cases some modifications of the USOE clusters have occurred.

The materials listed in this chapter are varied--they range from materials that have been produced for children's television programs to materials that have a printed page format. The number of different agencies that have been engaged in developing and producing career education materials suggests that career education has indeed come to the American educational scene.

GENERAL REFERENCES

Printed Materials

Bailey, L. J. and Stadt, R.W. *Career Education: New Approaches to Human Development*. Bloomington, Illinois: McKnight, 1973.

This chapter does not contain a section on materials produced by commercial publishers, (although some materials initially produced through government funding and now available commercially are included). Due to the great variety of commercial career education materials available, it would be unfair to select only some for mention here. The reader is encouraged to contact such publishers on her/his own.

The prime objective of this 430 page book is to support the implementation of a valid approach to human development. The content of this book is a digest of individual and group philosophies, research, and recommendations. It provides a knowledge base for the reader concerning the evolution and implementation of a systematic career development and education model which facilitates human development, tentative selection, and the realization of careers that lead to the achievement of individual lifestyle attitudes and environments.

Borrow, H. (ed.) Career Guidance for a New Age Boston: Houghton Mifflin, 1973.

The 348 page document is another effort by the National Vocational Guidance Association to continue its leadership role among counselors and personnel workers who are contributing to the vocational maturity of active and potential workers. It represents a contemporary companion piece to NVGA's 1964 volume, Man in a World at Work, by exploring the dramatic relationship which exists today between individual career needs and the demands of the economic, social, and political environments.

Denues, C. Career Perspective: Your Choice of Work. Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

The underlying principles on which this 202 page document is based include the following: (1) there is a process for choosing one's work which can be trusted, (2) choosing one's work is more than merely acquiring a job or considering selection of an occupation; it is choosing a way of life and, for this reason, the choice must be appropriate and fulfilling for each individual, and (3) one's career path is not a decision but a developmental process; the choice of work must be made again and again.

Dunn, J. A. and Others. Career Education: A Curriculum Design and Instructional Objectives Catalog. Palo Alto, California: American Institutes for Research, 1973.

The 390 page catalog begins with an overview of historical trends in curriculum, the place of career education in the schools, and the characteristics and organization of the career education curriculum as it has been developed to date. It then offers nearly 2,000 instructional objectives (K-9) from which teachers and school systems might choose as they plan their own local programs.

McClure, L., Buan, C. (eds.) Essays on Career Education. Washington, D.C.: United States Government Printing Office, 1973.

> Sidney P. Marland, Jr., former Assistant Secretary for Education, United States Department of Health, Education, and Welfare, has written the foreword to this 265 page document. Each essayist has brought his or her own intellectual discipline and experience to the task of examining career education. Disciplines represented include: anthropology, philosophy, history, college administration, educational psychology, social psychology, classroom teaching, vocational education, counselor education, public school administration, economics, political science, and law. A businessman, student and union official have also prepared essays.

Evans, R. N., Hoyt, K., and Mangum, G. Career Education in the Middle/Junior High School. Salt Lake City, Utah; Olympus Publishing Company, 1973.

> The authors of this 327 page book believe that exploration is the appropriate emphasis for education in the middle schools and the junior high schools. The book is designed to help educational administrators and teachers at the middle/junior high school level be more effective in two essential aspects of the human development task: the development of values and the discovery of talents related to achievement and service.

Gibson, R. L. Career Development in the Elementary School. Columbus: Merrill Publishing Company, 1972.

> This 81 page document is aimed at guidance counselors and administrators who are charged with the responsibility for developing elementary school career education programs. The document is based on the belief that while the guidance movement is implementing the general tenets of development theory by extending guidance services into the elementary school, it continues to underemphasize those aspects of the program that relate to vocational development. The book represents an initial step toward filling the void in career development literature that is available to the counselor.

Herr, E. L. and Cramer, S. H. Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Boston, Massachusetts: Houghton Mifflin, 1972.

C. Gilbert Wrenn, writing in the introduction to this 356 page book states that, "The authors of this book carry the reader through the stages of a systems approach to vocational guidance. They do so with care and explicitness. Their system is clearly within the total context of the school. Vocational development is the objective, and the schools' resources provide the variables and the procedures. Because the authors are mature scholars and well informed in this field beyond normal expectations, they leave no stone unturned in the literature."

Hoyt, K., Evans, R., Mackin, E., and Mangum, G. Career Education: What It Is and How To Do It. Salt Lake City, Utah: Olympus Publishing Company, 1974.

This 232 page monograph provides answers to four questions: (1) What are the key concepts of career education? (2) Why is career education needed? (3) How is career education being implemented in practice? and (4) What are the appropriate strategies of implementation for a school system interested in the concept?

Hoyt, K., Pinson, N., Laramore, D., and Mangum, G. Career Education and the Elememtary School Teacher. Salt Lake City, Utah: Olympus Publishing Company, 1972.

The authors have intended this 204 page book that will be useful for both preservice and inservice teacher training, as an inspiration for elementary school administrators, and as a day-by-day guide for classroom teachers in elementary schools. This is a "how to do it" book.

Osipow, S. Theories of Career Development. New York: Appleton-Century-Crofts, 1968.

The 259 page document describes and clarifies the various theoretical conceptions about career development that have been proposed, assesses them with respect to their adequacy as theories, examines and evaluates research relevant to them, synthesizes and integrates the variety of approaches that currently exist, and examines their potential utility for counseling.

Stevenson, J. An Introduction to Career Education. Worthington, Ohio: Charles A. Jones Publishing Company, 1973.

> This 341 page document serves as a basis for the development and implementation of career education for individualized career development. The book can serve as a handbook for people involved directly in guidance and counseling on pre-college, post high school, and college levels as well as "adult" and continuing education within formal education.

Wernick, W. Teaching for Career Development in the Elementary School. Worthington, Ohio: Charles A. Jones Publishing Company, 1973.

> This 231 page book explains what career development entails, why career education activities are necessary in the elementary school, and how plans can be developed within a variety of educational settings. It demonstrates how credible resources can be utilized and suggests how students and members of the surrounding community can exchange ideas. The book's fundamental principle is that career education must be a refocusing of the work of schools on people.

Audio-Visual Materials

A number of films presenting an overview of career education are available. The following constitute only a representative sample:

Career Education (16mm color; 27 minutes); for information contact: The National Audiovisual Center, Ordering Section, Washington, D.C.

Career Education in Georgia (16mm color; 30 minutes); for information contact: Mr. Paul Scott, State Department of Education, Atlanta, Georgia.

Choice Not Chance (16mm color; 25 minutes); for information contact: Mr. Robert Phillips, 501 Lincoln Highway, Iselin, New Jersey.

I Want to Be... (16mm color; 13 minutes); for information contact: Mr. George Barber, Ohio State University, Department of Photography and Cinema, Columbus, Ohio.

SPICE: A Process in Career Education (16mm color; 18 minutes); for information contact: Mr. Irwin Kahn, State Project to Implement Career Education (SPICE), 236 West 26th Street, New York, New York.

SOURCES OF INFORMATION

Educational Resources Information Center (ERIC)

ERIC is a national information system designed and developed by the United States Office of Education, and now operated by the National Institute of Education, for providing ready access to descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs. Through a network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, current significant information relevant to education is monitored, acquired, evaluated, abstracted, indexed, and listed in ERIC reference publications. Through these reference publications any educator, anywhere in the country, has easy access to reports of innovative programs, conference proceedings, bibliographies, outstanding professional papers, curriculum-related materials, and reports of the most significant efforts in educational research and development, regardless of where they were first reported.

The ERIC system announces the documents processed by its clearinghouses through two publications: RIE (Resources in Education) for research reports and other documents and CIJE (Current Index to Journals in Education) for journal articles from over 700 periodicals.

Resources in Education (RIE). This monthly publication indexes and abstracts approximately 1,000 documents each month. These documents are input from the 16 clearinghouses.

RIE subscriptions are available from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Current Index to Journals in Education (CIJE). This monthly publication gives detailed indexes to articles from over 700 education-related journals.

CIJE subscriptions are available from:

Macmillan Information
866 Third Avenue
New York, New York 10022

In addition to announcing the existence of documents and describing their content, ERIC, through its ERIC Document Reproduction Service (EDRS), makes microfiche (MF) and papercopy (PC, formerly referred to as hardcopy) of most of the documents available at the prices quoted in each citation in RIE. Documents not available from ERIC are usually obtained directly from the listed publishers.

The exact number of clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently sixteen clearinghouses. The ERIC Career Education Clearinghouse ERIC/CICE, located at Northern Illinois University, is of most interest to those involved in career education.

ERIC/CICE has three major areas of coverage: (1) career education - formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge, and specific vocational and occupational skills; (2) adult and continuing education - formal and informal, relating to occupational, family, leisure, citizen, organizational, and retirement roles; (3) vocational and technical education - including new subprofessional fields, industrial arts, and vocational rehabilitation for the handicapped.

For a small fee, ERIC/CICE can search its computer tapes to obtain references and abstracts for almost any problem confronting a user. In addition to these tailor-made searches, ERIC/CICE distributes bibliographies and syntheses on topics of interest to a wide variety of users. Currently available bibliographies in the area of career education include: (1) General Reference Sources on Career Education; (2) Policy and Administration of Career Education; (3) Career Education Elementary Level; (4) Career Education Intermediate Level; and (5) Career Education Secondary Level. Syntheses planned include topics such as: (1) State Patterns of Career Education Programs; (2) Career Education in Business and Industry; (3) Career Education for Minorities and Urban Poor; and (4) Career-Focused Programs at the Baccalaureate Level.

For further information contact:

ERIC Clearinghouse in Career Education
Northern Illinois University
College of Education
204 Gurler School
Dekalb, Illinois 60115
(815) 753-1251 or 1252

Center for Vocational Education, The Ohio State University

The Center for Vocational Education, the Ohio State University, conducts a wide variety of research, development, and leadership activities in vocational and technical education and career education. Publications which result from these efforts may be obtained by writing to:

Product Utilization Section
CVE
1960 Kenny Road
Columbus, Ohio 43210

Two publications are available to educators who are developing components of career education programs:

1. Abstracts of Instructional Materials for Career Education (1972) is an indexed compilation of 220 abstracts with full-text backup in the ERIC system.

2. Supplement to: Abstracts of Instructional Materials for Career Education (1973) is an indexed compilation of 110 abstracts with full-text backup in the ERIC system.

The materials indexed and abstracted in the above publications include curriculum units, teacher guides, handbooks, and career-related instructional materials. A grade-level index is included in each document for ready access to the abstracted materials.

Many career education materials are produced by CVE. Following is a list of some of the documents that are available:

Career Education: Information Resources, Jake Huber
Review and Analysis of Sources of Occupational Information for Career Education, Kenneth Hills
Application of Vocational Development Theory to Career Education, Marla Peterson
Career Education: Communicating the Concept, Scott Cutlipp
Career Education: Local Administration of Programs George N. Smith
Career Education: Leadership Roles, Lowell Burkett
Career Education: In-Service Teacher Education, Peter Haines
Career Education: The Role of Adult Education, Allen B. Moore
Career Education: Teachers' Responsibilities, L. Sunny Hansen
Career Education: Involving the Community and Its Resources, Samuel M. Burt
Career Cluster Concepts, Nevin Frantz
Career Education Education: Agribusiness and Natural Resources Occupational Cluster, Jasper Lee
Career Education: The Leisure Occupations Cluster, Peter Verhoven
Career Education: The Marine Science Occupations Cluster, Maxwell Farning

National Career Information Center (NCIC)

The National Career Information Center is sponsored by the American Personnel and Guidance Association. It was created to serve the counseling profession. Its mission is that of providing information about resources, tools, and techniques that will keep the practitioner abreast of the ever changing occupational and educational world. A newsletter, INFORM, is published monthly except June and July. Subscribers also receive the CAREER RESOURCE BIBLIOGRAPHY. Inquiries should be addressed to:

National Career Information Center
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

National Center for Occupational Education, North Carolina State University

The National Center for Occupational Education, North Carolina State University, conducts a variety of projects on career education. Some of these publications are available from the Center and can be obtained by writing to:

Mrs. Sue King, Editor
National Center for Occupational Education
P.O. Box 5096
Raleigh, North Carolina 27607

The Center has published a series of monographs on career education. Some of these are:

Lower School Curriculum Guide, Mabel Black and Robert Schrieber
Middle School Curriculum Guide, Joseph Clary and Tom Scherer
Upper School Curriculum Guide, Kenneth Hoyt and Gil Woolard
Postsecondary and Adult Curriculum Guide, B.E. Childers and Charles Nichols
Career Guidance, Clifford Helling and Eldon Ruff
Student Placement and Follow-up, Lillian Buckingham and Arthur Lee
Professional Development, Robert Jervis and Gordon Swanson
The Community, Robert M. Isenberg and Joel Smith

National Network for Curriculum Coordination in Vocational and Technical Education

The six curriculum management centers below serve educators in their geographic regions by conducting curriculum research and development activities and providing information about curriculum materials in vocational and technical education and in career education. These centers are funded under Part I of the Vocational Education Amendments of 1968.

Directors of the Curriculum Laboratories

	Serving:
Mr. William E. Reynolds Director Curriculum Management Center Division of Vocational-Technical Education 1035 Outer Park Drive Springfield, Illinois 62706	Indiana, Michigan, Minnesota, Wisconsin, Illinois, Ohio, D.C. Delaware, Maryland, Pennsylvania, Virginia, West Virginia
Dr. Joseph Kelly Director Curriculum Management Center Division of Vocational Ed. 225 West State Street Trenton, New Jersey 98625	Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Vermont, New Jersey, Rhode Island, (Virgin Islands)
Mr. Ron Meek Director Curriculum Management Center State Department of Vocational and Technical Education 1515 West 6th Avenue Stillwater, Oklahoma 74074	Arkansas, Kansas, Missouri, Nebraska, New Mexico, Texas, Oklahoma, Louisiana, Iowa
Mr. James L. Blue Director Curriculum Management Center Washington State Coordinating Council for Occupational Education 216 Old Capitol Building Olympia, Washington 98504	Alaska, Idaho, Montana, Oregon, Wyoming, Utah, Washington, Colorado, North Dakota, South Dakota
Mr. James Lynn Department of Education 721 Capitol Mall Sacramento, California 95814	American Samoa, Arizona, Calif., Guam, Hawaii, Nevada, Trust Territories of Pacific
Dr. James E. Wall Mississippi State University Research and Curriculum Unit Drawer JW Mississippi State, Mississippi 39762	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

State-Level Career Education Clearinghouses

A small number of States have established their own clearinghouses on career education in order to serve their local projects. As a rule these clearinghouses contain within-State and national commercial/noncommercial items. Staff development materials and project descriptions are also frequently available. Both printed and audio-visual materials are contained in these collections. Some of the more extensive collections are listed below. Out-of-State persons can receive only very limited assistance from these clearinghouses as they are essentially set up for in-State operation.

Arizona: Ms. Mary Allshouse
Career Education Clearinghouse
State Department of Education
1535 W. Jefferson
Phoenix, Arizona 85007

Florida: Ms. Maggie Winkler
Career Education Center
Johnston Building
415 North Monroe
Tallahassee, Florida 32301

Indiana: Dr. Gerald Dudley
Director, Indiana Career Resource Center
1205-09 S. Greenlawn Avenue
South Bend, Indiana 46615

New
Jersey : Occupational Research and Development
Resource Center
Building 871
RMC
Plainfield Avenue
Edison, New Jersey 08817

National Newsletters: Another source of information about current career education activities is the small number of national circulation magazines and newsletters specifically devoted to career education. Two of these are:

Career Education Digest is published 12 times yearly by Educational Properties Incorporated at 3001 Redhill Avenue, Esplanade 3, Suite 220, Cost Mesa, California 92626.

Career Education News is published on the 1st and 15th of every month, September through June, and on the 15th of July and August by McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Illinois 60606.

State and Local Newsletters and Magazines: Many States and local school systems have developed career education magazines and newsletters to communicate their activities. These can be a very useful source of general information as well as information about projects and their efforts. A sampling of these publications is listed below:

Update, a monthly publication of the Career Education Center, Florida State University, serving all projects in Florida. This magazine is funded by the State Department of Education.

Career Digest, a monthly newsletter of the Indiana Career Resource Center, South Bend, Indiana, serving all projects in Indiana.

Illinois Career Education Journal, a quarterly journal of the State Board of Vocational Education and Rehabilitation.

CURRICULUM MATERIALS

State- and Federally-Funded Efforts

Part I of the Vocational Education Amendments of 1968. Curriculum development in the 15 occupational "clusters" identified by the USOE Division of Vocational-Technical Education began in fiscal '71. Thus far the following areas have been addressed in major projects aimed at developing "cluster" curricula: agribusiness; business and office; communications and media; health; construction; marketing and distribution; manufacturing; public services; transportation; and the consumer aspect of the consumer-homemaking cluster. Some initial efforts have been undertaken in recreation, tourism, and hospitality and environmental protection and the arts. By fiscal '76 major curriculum development in all of the 15 clusters will have been undertaken.

Two major projects aimed at the development of career education curricula, K-6 and 7-9, are now completed. These will interface with the "cluster" curricula to form a K-12 instructional system. Complementing the elementary school career education curriculum development is a series of 16 films "The Kingdom of Could Be You" on the 15 clusters and the general world of work. Each film has been shown twice as part of the "Captain Kangaroo" children's TV program.

Also available is a book on Career Education for Gifted and Talented Students (see page 253 for reference). Curriculum development for groups with special needs is a priority area. Thus far, special efforts to meet needs for those in correctional institutions, Spanish-surnamed youth, disadvantaged adults, Indians, and other minorities have been undertaken.

Projects funded under Part I are in various stages of disseminating project products. For information on materials that are available, write to the following addresses:

Career Education Curriculum Development for Awareness (Grades K-6) Dr. Marla Peterson, Room 126 Buzzard Laboratory School, Eastern Illinois University, Charleston, Illinois 61920

Career Education Curriculum Development for Orientation and Exploration (Grades 7-9) and Career Education Curriculum Development for Awareness Grades (K-6). Dr. James Dunn, American Institutes for Research Center for Research and Evaluation in the Application of Technology in Education, P.O. Box 113, Palo Alto, California 94302.

Curriculum for Career Awareness for Children's Program for 3-6 Year Olds. Dr. Melvin Barlow, Divison of Vocational Education, University of California-Los Angeles, Room 131 Moore Hall, 405 Hilgard Avenue, Los Angeles, California 90024.

The Kingdom of Could Be You. A series of 16 animated 16mm films were produced from the combined efforts of the Sutherland Learning Associates and the UCLA projects. These films have been shown on the CBS television show, "Captain Kangaroo," and are now available for public school use from:

Encyclopedia Britannica
Educational Corporation
425 N. Michigan Avenue
Chicago, Illinois 60611

The films may be purchased on an individual basis, including the Teacher's Guide, or the entire program of 16 films may be purchased for a special package price. The films in the series are:

The Kingdom of Could Be You
Agribusiness
Business and Office
Communication
Construction
Consumer Homemaking
Environment
Fine Arts and Humanities
Health
Manufacturing
Marine Science
Marketing and Distribution
Personal Service
Public Service
Recreation-Hospitality-Tourism
Transportation

Employability Skills for Disadvantaged Adults. Dr. Winthrop Adkins, Teachers College, Columbia University, Center for Adult Education, 525 West 120th Street, New York, New York 10027.

Developing Career Awareness for Spanish Surnamed People. Dr. Suzanne Gebolies, Central Texas College, Highway 190 West, Killeen, Texas 76541.

Career Education for Gifted and Talented Students, Edited by Kenneth Hoyt and Jean Hebeler, Olympus Publishing Company, 937 East Ninth South, Salt Lake City, Utah 84105.

The Development of Guidelines for Industrial Arts in Career Education, Implications for Curriculum Development. Rutherford Lockette, Department of Vocational Education, School of Education, 2816 Cathedral of Learning, University of Pittsburgh, Pittsburgh, Pennsylvania.

Career Education in Public Instruction: Mission, Goals and Methods. Dr. David L. Jesser, Chief State School Officers Association, Washington, D.C. 20036.

Development of K-14 Curriculum for Career Education in Natural Resources. David R. McClay, Department of Agricultural Education, Pennsylvania State University, University Park, Pennsylvania 16802.

The Arts and Career Education: Curriculum Guidelines. Ralph Smith, University of Illinois, Urbana, Illinois

Development and Evaluation of an Integrated Career Development Curriculum. Herbert Steffe , Western States Small School Project, Carson City, Nevada.

A Washington State Indian Project to Develop a Culturally-Based Occupational Awareness Curriculum. Lloyd Gabriel, Center for the Study of Indian and Migrant Education, Central Washington State College, Toppenish, Washington.

A Computer Assisted Literacy Development Program for Career Oriented Youths and Adults. Lester Golub, Computer Assisted Instruction Lab., College of Education, Pennsylvania State University, University Park, Pennsylvania.

Project TOUCH - Team Approach for Occupational and Useful Career Education - Humanized. Naomi Stone, Independent School District #793, Staples Minnesota.

Another project under Part I sponsorship is a series of materials on career education being developed by Charles M. Schulz Creative Enterprises using the Peanuts cartoon characters. Materials are being developed for two levels (K-8; 9-adult) and each set will contain a comic book, filmstrip, and/or slide-tape. Each set will attempt to convey one basic career education concept (e.g. "occupations and life-styles are interrelated;" "people do many kinds of work; " etc). These materials should be available, in part, in late 1975.

Materials Developed Under National Institute of Education (NIE) Sponsorship: A heavy focus of the Comprehensive Career Education Model (School-Based Model) of the NIE has been the development of a large number of curriculum units. Approximately 30 units are now being distributed through the Center for Vocational Education at Ohio State University. Another 88 units are in the field test stage. A brief listing of some of the completed units follows. Each unit contains a teacher's guide and resource package of supporting materials. Content varies from subject matter oriented to guidance oriented materials.

Primary Level : The Supermarket
Community Service Workers
People Who Work With Animals
Myself and Others at Home and School

Intermediate Level : Mathematics and Related Careers
Career Exploration in the Life Sciences
Understanding Self

Secondary Level : Self-Appraisal for Decision Making and Career Planning
Your Personality, Your Health, Your Job

Another product of the School-Based Model is a collection of Community Involvement Materials. These materials contain background information, references, planning models and suggestions for building community support for and participation in school-based career education. Two sets of these materials will be available in the spring of 1975 from the Center for Vocational Education:

Staff Development Program for Promoting Effective Use of Community Resources in Career Education

An Action Plan and Community Monographs for Implementing a Career Education Community Relations Program

Staff development materials have also been produced by the School-Based project. These are described later in this chapter.

In addition to these materials, the National Institute of Education has funded the development of student-centered multi-media simulation materials to allow middle school students to more effectively "try out" different careers. Each simulation unit in the Occupational Exploration Program focuses on one occupational cluster and the variety of jobs associated with it. A Simulation Module helps students explore these careers through a creative, role-playing experience. An Occupational Information/Community Involvement Module allows interested students to expand their exploration by consulting services outside the classroom and the school. The first set of these materials will be available for use in schools during 1976.

NIE is also in the process of developing four resource guides in career education. These will be available in mid-1975 and are tentatively titled:

Instructional Materials - A Compendium
Facilities - A Handbook
Learning Resource Activities - A Teacher's Guide
Ongoing Programs - Case Studies and Annotated Listings

State and Locally Developed Curriculum Materials: Many States and local school systems have developed their own career education materials. This has occasionally been done under contract but more frequently as part of an operating project's activities, with heavy participation of teachers. A brief listing of some of these curriculum materials follows. The rate of material production has increased rapidly over the past few years and information sources such as those listed previously should be contacted to keep abreast of new materials.

Careers Calling, W. Julius Johnson. State Department of Education, Arizona Career Education Clearinghouse, Phoenix, Arizona.

The Future Me, Debra Vild, 1973. State Department of Education, Arizona Career Education Clearinghouse, Phoenix, Arizona.

Readin', Writin' and Relevance, Scott and Washburn, 1972. Mesa Public Schools, 161 East First Street, Mesa, Arizona 85201.

Curriculum Strategies K-6, Santa Barbara Career Education Project, Santa Barbara, California, 1974.

Strategies for Teaching English in Career Education, Final Report, Gary G. Haupt, 1971. State Department of Education, Dover, Delaware.

Work Experience Program - 8769 (You and Your Occupation), Course Outline, 1971. Dade County Public Schools, Miami, Florida (ED 07014).

Music: Careers in Fine Arts and Humanities, 1972. Cobb County Occupational and Career Development Program, P.O. Drawer R, Marietta, Georgia 30061.

What Does My Family Do All Day? 1972. Cobb County Occupational and Career Development Program, P.O. Drawer R, Marietta, Georgia 30061.

Lafayette Parish Career Education Curriculum Guide, Revised Edition, August 1973, Robert Arceneaux. Lafayette Parish School Board, Lafayette, Louisiana.

A Career Continuum for Grades K-10, Charles Besse, South Western City Schools, 465 Kingston Avenue, Groove City, Ohio 43123.

Teacher's Guide in Career Education, Grade 7. Gilbert Middle School, David Douglas District No. 40, Portland, Oregon.

Special Programs in Career Education (SPICE): Games and Activities for Career Education, James Stuart, 1973. Knox County Department of Public Instruction, Knoxville, Tennessee.

K-14 Career Education Multi-Media Catalogue. Career Education Center, 3811 Memorial Drive, Sheboygan, Wisconsin 53081.

Teacher Resource Unit and Occupational Awareness Test--Levels I, II, III, IV, V, and VI. Lincoln County School System, Huntington, West Virginia.

Materials for Special Groups

Several recent documents provide valuable information on career education for individuals with special needs:

Schroeder, Paul E. Women in the World of Work: A Bibliography of ERIC Documents, August 1973. This publication is available from the ERIC Document Reproduction Service, P.O. Box O, Bethesda, Maryland

Career Education: Exemplary Programs for the Handicapped Reston, Virginia: The Council for Exceptional Children, 1974.

Career Education for Gifted and Talented Students, Kenneth Hoyt and Jean Hebeler (Eds), Salt Lake City, Utah: Olympus Publishing Company, 1974.

Proceedings, National Conference on Career Education for Exceptional Children and Youth, New Orleans, Louisiana, February 11-14, 1973 (can be obtained from The Council for Exceptional Children, Reston, Virginia).

Career Education: Implications for Minorities, Proceedings of a National Conference, Washington, D.C., February 1-3, 1973, (Copies available from the U.S. Office of Education).

Staff Development Materials

Numerous career education workshops and college courses have been offered throughout the country and many reports on these workshops have been entered into the ERIC system. A few documents which relate directly to the inservice education of teachers are:

Haines, Peter G. Career Education: In-Service Teacher Education, Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1973.

Keller, Louise J. Career Education In-Service Training Guide, Morristown, New Jersey: General Learning Corporation, 1972.

Ryan, C., Muro, J., and Peterson, M. Bread and Butterflies: Workshop Leader's Handbook (Career Education), Bloomington, Indiana: Agency for Instructional Television, 1974.

In addition to these, the School-Based model of the NIE has developed a number of Staff Development Guides. These will be available from the Center for Vocational Education, Ohio State University in Spring 1975. A few of these are listed below:

A Training Program for the In-Service Coordinator in Career Education

Staff Development Guidelines for Career Education

Staff Development for Career Education in the Elementary School

The Administration of Career Education

CAREER INFORMATION SYSTEMS

Up-to-date information about occupations is provided in a large variety of ways in career education programs, as described in previous chapters. One of the most effective is the career information system. This usually consists of a large data bank of information on occupations, training needed, lifestyles associated with work of various types, employment outlook, etc. This data bank is usually either on computer tapes or microfiche and can be used by individual students to do their own career planning. A few examples of operating systems follow:

SIGI (System of Interactive Guidance and Information) - developed at the Educational Testing Service (ETS), Princeton, New Jersey, this computer-based system helps junior and community college students make career decisions. SIGI has four major parts: (1) Values, in which the student goes through a series of exercises to make his own value preferences regarding work more explicit; (2) Information, in which the student can use the computer to identify occupations which meet his value specifications and compare occupations on a variety of characteristics; (3) Prediction, in which students can examine statistics which indicate the past experience of students similar to themselves in various curricula or courses; and (4) Planning, in which students, using a chosen occupation, engage in a series of steps to determine how much education they need, how they can get it, what courses/curricula they should follow, etc.

VIEW (Vital Information for Education and Work) - this system operates in a large number of States and consists of a set of microfiche with information on over 350 careers. Each job is described in detail which includes: job duties; work environment outlook; aptitudes and interests; educational requirements; advantages and disadvantages; part-time opportunities; job locations; fringe benefits; advancement opportunities; related occupations; and ways of obtaining additional information.

CIS (Career Information System) - this system is a statewide interagency consortium in Oregon which operates through computer terminals in local school systems and colleges. This system is similar to those in several other locations in that it provides current labor market information in usable formats for individual users. The CIS can be used to answer two basic questions. For those undecided about the occupation they might wish to enter, the system allows them to fill out a questionnaire about their likes, dislikes, and other factors as these relate to careers. A list of job titles that meet these criteria is then provided by the computer. For those who wish to know more about a specific occupation, the system can provide information from several basic files: (1) information sources about that occupation; (2) description of job duties, working conditions, employment prospects, etc.; (3) education and training programs for that occupation; and (4) bibliography of books concerning that occupation. The replication of this system in several other States is presently being supported by the U.S. Department of Labor.

EVALUATION MATERIALS

There are very few high quality instruments available for measuring the extent to which career education outcomes have been attained by students. There is a great need for the development of such instrumentation. During the summer of 1974, in an effort to determine the best of what is available, the U.S. Office of Career Education convened a panel of career education and test and measurement experts to review existing published and non-published tests for their applicability to career education. Over 100 instruments were carefully reviewed. While the instruments below were deemed most helpful, the panel felt that much more development was needed in this area.

The Assessment of Career Development, Hopewell, New Jersey: Houghton Mifflin (grades 8-11).

Career Development Inventory, New York, New York: Teachers College, Columbia University (Dr. Donald Super) (grades 8-12).

Career Education Questionnaire, Minneapolis, Minnesota: Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, grade levels K-3, 4-6, 7-9.

Career Maturity Inventory, Monterey, California: CTB/McGraw-Hill (grade levels 7-12).

Differential Aptitude Tests, New York, New York: The Psychological Corporation (grade levels 8-12).

Self Observation Scales, Arlington, Virginia: National Testing Service grade levels K-3, 4-6.

Persons interested in which outcomes these instruments measure or in additional instruments which appear promising may wish to contact the Office of Career Education, Washington, D.C. A Handbook for the Evaluation of Career Education Programs is also available in limited quanities from the Office of Career Education for use by local career education projects.

The development of outcome instruments by local career education programs, research projects, and/or major test developers is a continuing process as is the development of instruments to measure process or treatment aspects of career education programs. State Education Agencies, Educational Testing Service (Princeton, New Jersey) and the Center for the Study of Evaluation (University of California, Los Angeles) are other helpful sources to contact for assistance in career education evaluation. The instruments listed above do not comprise an exhastive list. Interested persons should use other sources, such as those identified here, to gain further information.

INFORMATION ON CAREER EDUCATION PROJECTS

It has been estimated that career education has been started in approximately 5,000 of the nation's 17,000 school systems. Many of these career education programs are in advanced stages of development; others are just beginning. Previous chapters have described many of these programs.

Office of Career Education - During the summer of 1974, the Office of Career Education, U.S.O.E., conducted a series of twenty mini-conferences involving over 275 local career education practitioners. These practitioners brought materials describing their programs, and these materials are now located in a resource room at the Office of Career Education in Washington, D.C. In addition, five publications resulted from these mini-conferences.

Taxonomy and Profiles of Career Education, Volume I. U.S. Department of Health, Education, and Welfare, Education Division, Office of Education, September 1974. (This volume contains an analysis of 72 career education programs across a variety of dimensions in order to present a descriptive "picture" on the status of career education implementation).

Taxonomy and Profiles of Career Education, Volumes II, III, IV, U.S. Department of Health, Education, and Welfare, Education Division, Office of Education, September 1974. (These volumes contain 2-3 page descriptions of projects represented at the career education mini-conferences.

Career Education - How To Do It, Creative Approaches By Local Practitioners, Office of Career Education, U.S. Office of Education, October 1974. (This book contains over 230 "how-to" suggestions, written by career education practitioners for career education practitioners, for implementing career education.

Part C of the Vocational Education Amendments of 1968. Part C of P.L. 90-576 provided funds for many career education research and development activities. The following sources describe some of these projects:

Abstracts of Research and Development Projects in Career Education, Supported Under Section 131 (a) of Part C of the Vocational Education Amendments of 1968, June 1972. (May be requested from ERIC using number ED 063 520).

State-Administered Research and Development Projects in Vocational Education, Fiscal Year 1971 and 1972, Washington, D.C.: Office of Education, Division of Vocational and Technical Education, 1973.

State-Administered Research and Development Projects in Vocational Education, Fiscal Year 1973, Washington, D.C.: Office of Education, Division of Research and Demonstration, June 1974.

Part D of the Vocational Education Amendments of 1968. Part D of P.L. 90-576 has provided funds for exemplary career education projects. Two "rounds" of such projects have been funded to date using discretionary funds of the Office of Education. One set of projects was funded in 1970 to run through the 1972-73 school year, and another round was funded in 1973 to run through the 1975-76 school year. In addition, many States have funded similar career education projects using the State portion of Part D funds. The following documents briefly describe these efforts. Additional information can be obtained from each project or through ERIC.

> *Abstracts of Exemplary Projects in Vocational Education*, Supported Under Section 142 (c) of Part D, P.L. 90-576, Office of Education, Division of Research and Demonstration, June 1973.
>
> *Abstracts of Exemplary Projects in Vocational Education*, Supported Under Section 142 (c) of Part D, P.L. 90-576, Office of Education, Division of Research and Demonstration, June 1974.
>
> *State-Administered Exemplary Projects in Vocational Education: Fiscal Year 1970, Fiscal Year 1971, and Fiscal Year 1972*, (ED 080 749)
>
> *State-Administered Exemplary Projects in Vocational Education, Fiscal Year 1973, Office of Education,* Division of Research and Demonstration, June 1974.

Career Education Model Development. In 1971 the U.S. Office of Education began research and development of four types of delivery systems for career education. Responsibility for these has subsequently been transfered to the National Institute of Education. A brief listing of documents relating to these models follows:

School-Based Career Education

> Miller, A. J. "Strategies for Implementing Career Education: A School-Based Model." In *Papers Presented at the 1972 Annual Meeting of the American Educational Research Association* (Chicago, Illinois, April 4, 1972). Washington, D.C.: American Educational Research Association, 1972. (ED 062 539

Brickell, H. M. and Aslanian, C. B. Attitudes Toward Career Education: Changes in Student, Staff, and Parent Attitudes Toward Career Education As Influenced by Participation in the Comprehensive Career Education Model Project, New York, New York: Policy Studies in Education, 1974 (Summary Report).

Comprehensive Career Education Models: Problems and Prospects. Syracuse, New York: Syracuse University Research Corporation, Educational Policy Research Center, 1971 (ED 072 227).

In addition to these materials, each project has prepared a case study and other materials are now being developed. As noted elsewhere some of the curriculum units developed by these projects are now available from the Center for Vocational Education.

Experience-Based Career Education

"The Community is the Teacher: Experience-Based Career Education," Washington, D.C.: National Institute of Education, Career Education Program, 1974 (a larger booklet is now being prepared on this topic).

Goldhammer, K. "Extending Career Education Beyond the Schoolhouse Walls", Columbus, Ohio: Center for Vocational Education, May 1974.

Descriptive material on specific sites may be obtained by contacting the following persons:

Dr. Harold Henderson
Applachian Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325

Dr. Robert Peterson
Far West Laboratory for Educational
Research and Development
360 22nd Street
Oakland, California 94612

Dr. Louis Maguire
Research for Better Schools, Inc.
1700 Market Street
Suite 1400
Philadelphia, Pennsylvania

Dr. Rex Hagans
Northwest Regional Educational Laboratory
710 SW Second Avenue
Portland, Oregon 97204

Home-Based Career Education

Butler, C.F."The Home/Community Based Model of the U.S. Office of Education's Career Education R&D Program: A Synopsis," In Career Education: Papers presented at the 1972 annual meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972), Washington, D.C.: American Educational Research Association, 1972 (ED 062 539). (See Chapter 5 for more details on the Home-Based model.)

Rural-Residential Career Education

"The Resedential Career Education Concept: The Mountain-Plains Program, An Overview, Glasgow, Montana: Mountain-Plains Education and Economic Program, Inc., 1972 (ED 072 271). (See Chapter 5 for more details on the Rural-Residential model.)

EPILOGUE

DOING CAREER EDUCATION: SOME KEY QUESTIONS

Previous chapters have attempted to answer some of the recurring, basic questions posed by those just beginning to get interested in career education: what is it; why do we need it; who's doing it; and where can we learn more about it? These chapters have not presented a "how-to" for those anxious to take the next step of actually putting a complete career education effort into operation. Career education is a new educational program in spite of the fact that most of its component parts have existed previously. The combining of these components in a systematic fashion in a local or State school system with the announced intention of achieving clearly stated goals naturally raises a number of additional questions at all levels of government and education.

Because any educational innovation is installed much more rapidly in some schools than in others, and because schools exist in different social and political settings, the specific questions being asked vary enormously from one community or State to another. The beginning steps toward installation of any new educational program tend to raise a number of general questions. As the process of installation continues, the questions tend to become more specific and to become concerned with implementation and resource allocation problems, rather than with concepts, values, and policy. Answers to these questions are critical, but we do not try to provide answers here. The *types* of questions raised by those who wish to put career education into practice are presented here, however, in the hope of stimulating the curiosity of those who must eventually answer them. Many of these questions are now the subject of intense study, debate, and action by researchers and practitioners. Some of these questions are, for the moment, totally unaddressed. All must eventually be answered if complete programs of career education are to be a reality in operation as well as words.

CONCEPT AND VALUE QUESTIONS

The first questions to be raised tend to be those concerned with concept:

* What is our definition of career education, and what are its goals?

* Whom should career education serve?

* What institutions in our society are responsible for providing which portions of it?

The very fact that these conceptual questions are asked seems to indicate a widespread concern by citizens with value questions which have not been answered very satisfactorily in the past:

- * What is the meaning of work in a mature industrial (or early post-industrial) society?
- * What are the responsibilities of workers and employers to society and to each other?
- * Why is paid work considered more important than unpaid work?
- * Under what conditions can a worker have dignity when the work is undignified?
- * What is an ideal career?
- * What is the relationship between individual needs to work and societal needs for work? Under what circumstances will one or the other be given priority?
- * What is the relationship between education and work?

Answers to these conceptual and value questions are emerging slowly. Certainly they are not being answered in the same way by every individual or every policy making group. But the rapid spread of career education programs seems to indicate that people want schools to work with their communities to provide better means of helping youth and adults to ask these questions and arrive at answers which are more satisfying for them. It is possible, of course, that the governing groups in some communities feel that they have the answers to these questions and are installing career education programs as a means of indoctrinating youth with these preconceptions. If so, additional questions are needed:

- * Under what conditions does the study of work and careers lead to decreased worker options?
- * What types of career education produce increased or decreased worker docility?
- * What amounts and types of variation in work values are acceptable in our various sub-cultures?

POLICY QUESTIONS

As public and private agencies decide to install career education, they are faced with some very practical policy decisions:

* In what types of institution should each of the components of career education be installed? Who should pay for which parts of it? What incentives help to persuade various institutions to participate or not to participate?

* What are the responsibilities of parents, teachers, fellow students, fellow workers, and the individual and his or her spouse in career education? What mechanisms are needed for resolving conflicts between the goals of the institution offering the career education program and the goals of the individuals and other groups involved?

* What should be the relationship between the teaching of knowledge for its own sake and the teaching of knowledge in order to ease the transition from school to work? What should be the relative emphasis on each?

* How can we best prepare youth and adults for an uncertain future? In what ways is work likely to be more or less immutable than leisure, career, occupational choice, or the meaning of life itself?

* How can policy decisions made at local, State, and national levels best be coordinated?

IMPLEMENTATION QUESTIONS

The questions become more specific as implementation of career education proceeds:

* What should be the relationship of career education to other parts of the curriculum?

* What mechanisms can be established to help different educational levels, from early childhood through adult education, develop a coherent program in cooperation with the total community?

* At what age levels should various career education components and concepts be introduced? What goals are appropriate for each stage? How do you phase in a program for high school youth or adults who have not had the benefits of the program now being offered in the elementary school?

* What laws and administrative rulings need to be changed?

* How can staff be trained most rapidly and effectively? Who should do the training? What content and methods should be used?

* How can instructional materials be developed or obtained and modified to meet local needs?

TRANSMITTING SUGGESTIONS FOR CHANGE

Because communities are discovering different ways of solving career education problems, we need mechanisms for transmitting this knowledge:

* What mechanisms work best for identifying and communicating desirable innovations in ways which change existing practices?

* What fears and apprehensions about career education are cropping up across the country? Which groups are involved? What are the causes of these apprehensions and how can they be allayed?

* Why are certain groups and institutions not being involved in career education?

* How can community resources best be used and for what purposes? How can an isolated rural or urban ghetto school compensate for the nonavailability of certain community resources? What are the effects of changes in economic conditions on the availability of community resources?

* How can educationally disadvantaged groups best be served without segregation and tracking?

* What are the effects of career education on occupational and worker stereotyping?

EVALUATION QUESTIONS

As career education is implemented in different ways in various parts of the country we can begin to compare the effectiveness of these various forms as well as of career education itself:

* What are the positive outcomes of career education?

* Which goals seem to be achievable through which mechanisms?

* What measures are being used to judge career education's effectiveness?

* Which strategies serve which populations best at reasonable cost?

* What are the relative costs, human and financial, of different approaches?

* Which occupations are being studied effectively within schools, and which seem to require learning outside school walls?

* In what ways do different types of career education facilitate and impede changes in careers?

RESEARCH QUESTIONS

While practitioners at every level continue to put career education into operation, there will continue to be very significant research questions that need to be answered. For example, we need, concurrently, studies of the ways in which people choose, enter into, and progress through careers, as well as studies of factors which are related to job and career satisfaction. Unfortunately, the few existing studies deal mostly with middle class, white, verbally talented, suburban youth, and are almost entirely descriptive. We know little about what other groups of people value, seek, and obtain. As a result most of us feel that there must be something wrong with persons who choose a career which is markedly different from one we would have chosen.

A small sampling of other types of critical research questions might list questions such as:

* What are the relationships among socio-economic class, verbal ability, psycho-motor ability, age, school curriculum, type of work experience, work values, productivity, and work satisfaction?

* In what ways are careers pursued differently by those who have and have not been exposed to career education?

* What changes in work, work institutions, workers, and work education agencies are needed to facilitate career development? What changes, e.g. in child care facilities, would be of particular utility to female workers?

CAREER EDUCATION AND ALTERNATIVE FUTURES

If career education is to be an important force over a long period of time, it needs to look to alternative futures for society. If it is effective it will help to shape these alternatives, even as it is shaped by them:

- * What will be the effects of a sharply diminished number of youth from which the labor force can be recruited?
- * What will be the roles of men and women in paid and unpaid work?
- * As women shift more from unpaid work to paid work, who will replace them in key roles in the volunteer work upon which many community activities depend?
- * What changes in the liberal arts will occur as the concept that "work is here to stay" becomes part of the conventional wisdom?
- * What changes in job satisfaction will occur as career education raises occupational expectations at the same time it increases career opportunities?

Answers to questions such as these will help to determine the scope, intensity, and direction of career education efforts. Tentative answers are beginning to emerge, and even though all of the answers to a given question may not be the same, the act of raising questions and attempting answers places career education in a far firmer position relative to the other portions of the curriculum.

As career education becomes more and more popular, what is to keep every pressure group from labeling its pet nostrums as "career education"? Failure to answer this question satisfactorily will lead to a jerry-built structure which ultimately will collapse under its own weight. The sudden popularity of career education may prove to be its worst enemy, for almost everyone will try to use it for their own ends. Thus the key question may well be: what is *not* career education, and how can it be prevented from masquerading as the genuine article, thus diverting attention and resources from the goals and activities to which real career education is addressed?